

The State of Wisconsin  
**Reading First Grant Proposal**  
Title 1, Part B, Subpart 1

May 12, 2003

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Nondiscrimination Statement

United States Department of Education Wisconsin's Reading First Program Application

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## Reading First Initiative in Wisconsin

State Superintendent Elizabeth Burmaster has articulated a New Wisconsin Promise to ensure quality education for all Wisconsin children. Key strategic priorities of the New Wisconsin Promise that are consistent with Reading First include reading as a fundamental skill for all children, early learning opportunities, quality teachers in every classroom, and strong leadership in every school.

Recognizing the critical importance of these key priorities in a child's education, Wisconsin's Reading First plan is designed to improve student reading achievement in grades K-3. Implementation of this plan focuses on reading programs based on scientifically based reading research (SBRR); reliable and valid screening, diagnostic, progress monitoring and outcome assessments; high quality professional development to ensure that K-3 teachers and K-12 special education teachers develop the expertise to help students become successful readers; a sound evaluation design conducted by an experienced and highly qualified outside evaluator; and leadership that results in improvement in reading performance.

Findings from the National Reading Panel report indicate that effective instruction can help children become good readers. As envisioned by Wisconsin's Reading First Leadership Team, our Reading First classroom will be a model classroom for meeting the needs of diverse groups of students. Classrooms will be staffed by highly qualified professional teachers who are well-versed in SBRR and able to share their expertise to best meet the needs of all children, regardless of the severity or complexity of their learning needs.

## Statewide Impact Goal

**To ensure that every Wisconsin student can read at grade level by the end of their third-grade year.**

- Objective 1:* Each year narrow the achievement gap between the low income children and their peers in terms of percentage and number of low income students who score in the proficient and advanced levels as measured by *TerraNova* Reading and WI Reading Comprehension Test (WRCT).
- Objective 2:* Each year narrow the achievement gap between children of color and their peers in terms of percentage and number of children of color who score in the proficient and advanced levels as measured by *TerraNova* Reading and WRCT.
- Objective 3:* Each year narrow the achievement gap between Limited English Proficient (LEP) students and their peers in terms of percentage and number of LEP students who score in the proficient and advanced levels as measured by *TerraNova* Reading and WRCT.
- Objective 4:* Each year narrow the achievement gap between special education students and their peers in terms of percentage and number of special education students who score in the proficient and advanced levels as measured by *TerraNova* Reading and WRCT.

## Program Goals

Recognizing the critical importance of structured and systematic reading instruction in a child's education, Wisconsin has established five goals to improve student reading achievement.

**Goal 1:** To ensure that Wisconsin's reading instructional programs reflect comprehensive reading instruction based on SBRR.

- Objective 1:* To establish a comprehensive reading framework to be used as the basis for all K-3 reading approaches in Reading First schools.
- Objective 2:* To provide professional development about the Reading First framework to LEA Reading First coordinators, school building Reading First coordinators, instructional leadership, and teachers using outside providers with proven reliability and quality of staff, such as INSIGHT, a professional development division of McGraw-Hill.
- Objective 4:* To develop and implement a support system for LEA Reading First coordinators, school building Reading First coordinators, instructional leadership, and teachers at three levels (SEA, LEA, and school) that is designed to monitor implementation, provide guidance, and intervene when districts need support.
- Objective 5:* To hire a highly qualified, full time Reading First Coordinator at WDPI who is knowledgeable in SBRR, and support staff to coordinate the implementation of Reading First.
- Objective 6:* To disseminate information about the Wisconsin Reading First framework in a variety of ways, including distance learning, an electronic listserv, e-mail, bulletins, web pages, and information packets.

**Goal 2:** To select valid and reliable screening, diagnostic, progress monitoring, and outcome assessments and require all Reading First LEAs and schools to administer these instruments and participate in data analysis according to the SEA-established schedule.

- Objective 1:* To provide training to LEA Reading First coordinators, school building Reading First coordinators, instructional leadership, and teachers in standardized administration of the assessments for summative evaluation that are required for all districts and schools funded under Reading First.
- Objective 2:* To provide common, required outcome and progress monitoring measures.
- Objective 3:* To provide LEAs a short list of screening and diagnostic instruments, and a required progress monitoring instrument, for the formative evaluation along with detailed criteria and training to enable LEAs to evaluate these assessments for their validity and reliability and subsequent use in the classroom.
- Objective 4:* To provide training to Reading First coordinators, school building Reading First coordinators, instructional leadership, and teachers in the correct interpretation of test data.
- Objective 5:* To provide training to LEA Reading First coordinators, school building Reading First coordinators, instructional leadership, and teachers in how to analyze data to inform instructional decision making at the classroom level.

**Goal 3:** To provide assistance to LEAs and schools in selecting and developing effective instructional materials, programs, and strategies based on SBRR.

*Objective 1:* To train LEAs in the use of *A Consumer's Guide to Evaluating a Core Reading Program-Grades K-3: A Critical Elements Analysis* (Simmons and Kame'enui) to evaluate programs based on SBRR.

*Objective 2:* To provide professional development to SEA consultants who will work with LEA Reading First coordinators, school building Reading First coordinators, instructional leadership, and teachers on strategies, interventions, and content of reading by grade level.

*Objective 3:* To link LEAs with the SEA library media consultant and reading consultant to facilitate access to appropriate print materials and instructional technology which support core reading programs.

**Goal 4:** To provide high quality professional development at the SEA, LEA and school levels in the following areas: foundations of SBRR; essential components of reading instruction; evaluation, selection, and implementation of programs, strategies, and materials including educational technology and digital curricula aligned with SBRR; training in the use of SEA-required student assessment instruments—screening, diagnostic, progress monitoring, and outcome; interpretation of assessment data; program evaluation strategies; alignment of school-level programs with state and local standards; development of instructional leadership; and access to print.

*Objective 1:* To provide professional development for LEA Reading First coordinators, school building Reading First coordinators, instructional leadership, and teachers in the Wisconsin Reading First framework.

*Objective 2:* To require LEAs and schools to adhere to the SEA professional development plan as articulated in the state management plan.

*Objective 3:* To provide training to Institutions of Higher Education (IHE) faculty members in the Wisconsin Reading First framework, the requirements of Reading First, and the Wisconsin Reading First implementation plan.

*Objective 4:* To examine course content and make recommendations as part of the teacher education program approval process.

*Objective 5:* To ensure access to Reading First professional development opportunities for non-Reading First funded LEAs and private schools who serve target area children statewide.

**Goal 5:** To coordinate literacy initiatives in Wisconsin through the Wisconsin Reading First Leadership Team and the New Wisconsin Promise Reading Leadership Team.

*Objective 1:* To promote coordination in professional training opportunities related to SBRR among different federal, state and local programs.

*Objective 2:* To strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all children K-3.

*Objective 3:* To promote reading and library programs that provide access to engaging reading material through coordinated efforts across various literacy initiatives.

*Objective 4:* To include tutors and other non-school-based literacy providers in the community (e.g., librarians; community, IHE or school-based family literacy providers; AmeriCorps; and VISTA) in professional development plans for Reading First.

Learning to read proficiently in the early grades is a critical element in children's ability to be successful in learning throughout their entire life. In Wisconsin a high percentage of students in the K-12 education system do very well in reading. Seventy-four percent of third-grade students scored in proficient or advanced categories on the 2002 Wisconsin Reading Comprehension Test. However, school districts with the highest concentration of students living in poverty (50 percent or more) had 26 percent fewer students scoring proficient or advanced than districts that had less than 5 percent of their students coming from needy families. This achievement gap for students in the greatest need is not acceptable.

The strong connections between *Reading First* and the *New Wisconsin Promise* will enable our state to break down the greatest barriers to student achievement in reading, renew the commitment to educational accountability, and provide quality assistance to educators, parents and communities in order to reach our goal that all Wisconsin children will read at or above grade level by the end of the 3<sup>rd</sup> grade. The following chart illustrates the essential elements of these initiatives and how they compliment one another.

### **Connections between *Reading First* and *The New Wisconsin Promise***

<b><i>Essential Elements</i></b>	<b>READING FIRST</b>	<b>NEW WISCONSIN PROMISE</b>
<b><i>Improving Reading Instruction Using Programs Based on SBRR</i></b>	<p>Select research based reading programs that contain the 5 essential components of <i>phonics, phonemic awareness, vocabulary, fluency and comprehension</i>.</p> <p>Ensure that every child reads at grade level or above by the end of third grade.</p> <p>Improve reading achievement for all children.</p>	<p>Ensure that every Wisconsin child is proficient in reading.</p> <p>Recognize reading as a fundamental skill for all children.</p> <p>Close the achievement gap between children of color, those who are economically disadvantaged, and their peers.</p>
<b><i>Instructional Strategies and Materials</i></b>	<p>Use explicit and systematic instructional strategies that address the five components in a coordinated instructional sequence.</p> <p>Analyze current data from valid and reliable assessments instruments to re-examine instructional practices for the struggling readers.</p> <p>Evaluate, select, align and implement instructional materials, including instructional technology, that are based on SBRR.</p> <p>Allow for ample practice opportunities.</p>	<p>Improve reading at all levels.</p> <p>Ensure small class size at the early grades (SAGE Initiative).</p> <p>Provide four-year-old kindergarten statewide.</p> <p>Ensure that every Wisconsin child enters school ready to learn.</p>

<i><b>Essential Elements</b></i>	<b>READING FIRST</b>	<b>NEW WISCONSIN PROMISE</b>
<i><b>Access to Print</b></i>	<p>Promote reading and library programs that provide student access to a wide array of engaging reading materials including both expository and narrative texts.</p> <p>Strengthen coordination among schools, public libraries, early literacy programs, and family literacy programs to improve reading achievement.</p> <p>Assist parents to support their child's reading achievement through use of public libraries and choosing materials &amp; strategies based on SBRR.</p>	<p>Promote intergenerational &amp; mentoring programs to enhance reading achievement.</p>
<i><b>Instructional Leadership</b></i>	<p>Ensure that all teachers and principals are highly qualified and knowledgeable of how to screen, identify, and overcome reading barriers.</p> <p>Use teaching methods and reform models based on SBRR.</p>	<p>Ensure that all teachers, principals, and administrators are highly trained and licensed following Wisconsin's PI 34 rules for teacher education program approval and licenses.</p> <p>Review teacher education programs at all institutions of higher education (IHEs).</p>
<i><b>Professional Development</b></i>	<p>Base professional development on SBRR.</p> <p>Align professional development with the instructional program as well as the State academic and performance standards.</p> <p>Place emphasis on most disadvantaged schools and communities.</p> <p>Strengthen and enhance pre-service courses in teaching reading.</p>	<p>Prepare, recruit, and provide support for educators in Schools In Need of Improvement (INOI), Student Achievement Guarantee in Education (SAGE), and P-5 schools.</p> <p>Target professional development to needs of students &amp; teachers in INOI, SAGE, and P-5 schools.</p> <p>Coordinate resources and target support at INOI, SAGE, and P-5 schools.</p>
<i><b>Instructional Assessments and Accountability</b></i>	<p>Require Reading First LEAs and schools to report achievement data for all students and all categories of students.</p> <p>Hold Reading First schools responsible for monitoring student progress toward reaching proficiency in reading by the end of third grade.</p> <p>Include all students (including ELL and special education students) in assessment &amp; accountability system.</p> <p>Use assessments that are rigorous with proven validity &amp; reliability, and that are appropriate measures of the five essential components.</p>	<p>Use measurable goals &amp; objectives aligned to state standards.</p> <p>Require evidence of improvement in student achievement using the valid and reliable Wisconsin State Assessment System (WSAS), which includes alternate assessments for LEP and special education children.</p>



<i><b>Essential Elements</b></i>	<b>READING FIRST</b>	<b>NEW WISCONSIN PROMISE</b>
<i><b>Coordination of Literacy Initiatives</b></i>	Form reading and literacy partnerships at all levels that enhance reading achievement, including the Reading First Leadership Team.	<p>Create a New Wisconsin Promise Reading Leadership Team to increase reading achievement in WI.</p> <p>Form a state early childhood interagency council to provide advocacy, advice and policy coordination related to improving reading improvement. Integrate members of the WI Statewide Family Literacy Initiative Consortium into this council.</p> <p>Require family and community input on all reform initiatives, including Parent Leadership Corps.</p>

## SECTION 1. IMPROVING READING INSTRUCTION

### 1.A. Current Reading Initiatives and Identified Gaps

Various federal, state, and local initiatives are aimed at improving Wisconsin students' literacy skills. However, gaps in these initiatives exist that limit their reach. Reading First will be instrumental in filling these gaps. Statewide assessments showing that a significant number of Wisconsin K-3 students read below grade level demonstrate the urgent need for measures to close the reading achievement gap within the state.

#### *1.A.i. Current Reading Initiatives*

##### **Federal Efforts/Initiatives**

- **America Reads/Wisconsin Reads: An AmeriCorps Project with the Wisconsin Department of Public Instruction** <http://www.dpi.state.wi.us/dpi/dltcl/bbfscsp/acgrntpg.html>

The DPI received an AmeriCorps grant through the Wisconsin National and Community Services Board to place 15 full-time and 10 half-time AmeriCorps members around the state to coordinate resources and expertise, tutor children, and recruit tutors to meet the goal of the America Reads challenge that every child can read independently and well by the end of third grade. Possible sites include Wisconsin's 12 Cooperative Educational Service Agencies, school districts, individual schools, and non-profit organizations involved with literacy activities.

Member responsibilities include full-time AmeriCorps members who work 1700 hours and part-time members who work 900 hours within a 10-month to one-year period with a designated host site supervisor. These individuals help to identify resources and services to help children read, recruit reading tutors to tutor children, identify, develop, and implement family-school-community partnership and service-learning strategies that contribute to improve reading skills for families and children.

The AmeriCorps members provide support to school and community efforts to integrate and coordinate resources and expertise to address this student learning need. They also tutor students to help them grow in reading skills. The AmeriCorps member can help connect service-learning, Title I and family-school-community partnership networks in each CESA to strengthen the support systems in schools and communities to ensure every child is able to read independently and well by the end of third grade. This additional support assists many students to have the additional time and help with learning to read, to practice reading and to enjoy reading experiences than would ever be possible through current district or Title I program efforts.

Based on the needs and ongoing events at the school, school district, CESA, or organization where they are located, each AmeriCorps member is responsible for developing and implementing an action plan with input from parents and school/CESA staff. The action plan must be comprehensive and result in parents and teachers feeling comfortable relating to each other for the purpose of helping the children succeed in reading. Each member receives training including practical steps for increasing parent involvement in the classroom and schools in ways that support children's learning and academic success.

Sites that participate in this program share the following responsibilities:

- work as a partner with DPI in the Wisconsin AmeriCorps/America Reads Project
- accept the AmeriCorps member as a staff person
- provide supervision and mentoring

- provide office space and other support same as any staff members such as e-mail access and reimbursement of travel and other job related approved expenses
- allow the member to use up to 20% of his/her time for training
- provide documentation as requested from DPI/CNS especially for match and quarterly reports
- support AmeriCorps member activities with the following priorities:
  - tutor young children
  - recruit tutors and/or organize reading/tutoring programs
  - identify resources and services in the CESA area that support the development of young children's reading skills
  - coordinate/facilitate groups in the CESA area that have resources to support reading programs
  - help promote reading programs to parents
  - coordinate and help plan activities with the DPI family involvement teams and community education
  - provide support and guidance for the Learn and Serve America subgrantees to encourage the development of reading tutor programs as part of service-learning
  - facilitate the connections with Title I staff in local schools to encourage tutoring assistance for young children

The host staff with DPI will be responsible for managing, training, and guiding the volunteers. A September inservice is planned for a comprehensive training for the volunteers. In addition, the members will be convened as a group at least twice more during the year, including once on a regional basis.

A listserv has been set up and will be used to share resources and to communicate with the AmeriCorps members. Wherever possible connections will be made with the DPI VISTA/America Reads project.

Additional costs associated with the AmeriCorps member are to be provided for by the host. Federal sources of money and in-kind contributions may be used for these costs. Sites are encouraged to seek funding from local businesses and foundations, and are encouraged to be partners in helping all children be successful readers.

For more information, contact Steve Kretzmann (608/267-9278), Jane Grinde (608/266-9356) or Rebekah Pelegri (608/266/1000) at the DPI (800/441-4563) or [stephen.kretzmann@dpi.state.wi.us](mailto:stephen.kretzmann@dpi.state.wi.us); [jane.grinde@dpi.state.wi.us](mailto:jane.grinde@dpi.state.wi.us) or [rebekah.pelegri@dpi.state.wi.us](mailto:rebekah.pelegri@dpi.state.wi.us).

- **AmeriCorps\*VISTA** <http://www.dpi.state.wi.us/dpi/dltcl/bbfscsp/vstagnt.html>  
 AmeriCorps\*VISTA offers an opportunity for schools serving high concentrations of low-income children to help improve the reading skills of young children and promote family-school-community partnerships. The Corporation for National and Community Service provides funding for the VISTAs. The goal of the DPI project is to improve literacy through family-school-community partnerships. Preference is given to SAGE schools with a poverty level of 30 percent. However, other schools serving a low-income population also will be considered.

With support, the VISTA assigned to each site can expect to do the following:

- build school-community collaboration around the goal of America Reads (that all third graders be independent readers);
- support parents in their role as their children's first teacher;
- recruit and train parents and other community members to help children read;
- enhance resources in and use of the school's family center;
- connect other partnership and learning efforts in your schools and community, including Title I, public librarians, volunteer coordinators, youth service-learning participants, religious and service organizations, arts and cultural groups, and business;
- monitor and report progress of efforts;

- participate in training sponsored by the Corporation for National Service (CNS) and the DPI; and
- work to sustain the project

School districts hosting the VISTAs are required to do the following:

- provide supervision, support, and mentoring;
- accept the VISTA as a staff member. IMPORTANT: please make sure current staff are in tune with the VISTA project and have buy-in to the kinds of initiatives the VISTA will work on;
- provide office space, including a phone, computer, and email access;
- provide adequate materials and supplies to do the job;
- provide adequate training and orientation to do the job;
- have in place or adopt a tutor training program that meets the needs of your students;
- have designated site supervisor participate in the DPI orientation and other training for the VISTA project; have site supervisor have access to email and participate in the VISTA listserv;
- assure that the VISTA will not perform direct services or engage in work performed by other staff members;
- complete a quarterly progress report;
- participate as a member of the Wisconsin and National Partnership Schools Network (a resource for family-school-community partnerships); and work to sustain the project

DPI provides technical assistance to schools hosting VISTAs. The VISTA Leader at the DPI serves as a liaison with the DPI. The DPI has a VISTA listserv and will hold at least three meetings and four telephone conference calls in which VISTAs and their site supervisors will be required to participate.

▪ **Comprehensive School Reform (CSR) Demonstration Program**

<http://www.dpi.state.wi.us/dpi/dlsea/sit/csrintro.html>

The purpose of the Comprehensive School Reform (CSR) is to provide annual competitive grants to local schools to develop and implement whole-school comprehensive reforms, based upon scientifically based research and effective practices that help ensure all children will meet Wisconsin's academic achievement standards. Comprehensive change, especially with the process reform models, may not be immediately reflected in statewide survey measures of student achievement at the elementary, middle, and high school benchmarks. CSR schools are expected to use data-based decision-making, provide high expectations for all students, and include all students in statewide assessments

- a) The primary data for evaluation in CSR programs come from the *Wisconsin Student Assessment System* (WSAS) based on Wisconsin's Model Academic Content and Performance Standards. Annual review of student academic achievement and school performance is determined by the *Wisconsin Knowledge and Concepts Examination* (WKCE) or locally adapted standards-based alternative assessments. The achievement data from the assessments is disaggregated by gender, ethnicity, English language proficiency, disability and economic status. There is an identified gap in reading between children of color, disadvantaged children and their peers. The Reading First Grant partnered with a strong CSR model would address programmatic needs necessary to narrow the achievement gap.
- b) Each CSR school must evaluate their program including the following: (1) completing an *End of the Year Report* and reviewing annual Benchmark reviews, (2) self-evaluating the implementation level of each program component, (3) describing the quality of service received by their external technical service provider, and (4) providing local assessment results and written individual school abstracts. An identified gap in this area is lack of consistent monitoring by WDPI staff for the on-site evaluation. While the number of CSR

grants continues to rise, availability of department staff to get out to the schools has decreased. Minimally, staff should conduct a yearly visit to assist in programmatic needs as well as to evaluate the program implementation. We have learned through the CSR program the effective role of the department in working with districts and schools and its impact on student achievement. The Reading First Grant will be a strong link to providing this needed assistance.

- c) CSR is a whole school reform model, and includes Reading models such as: Direct Instruction, Success for All, Breakthrough to Literacy, Carbo Reading and Literacy Collaborative and National Writing Project. All models on the list of CSR providers are considered to contain the elements of successful school reform; however some of these programs appear to be rather “sketchy” in their designs. While there has been a lack of instructional materials based on scientifically based research models, the USDE is providing guidance for CSR Programs including information which focuses on helping a school select a model that best meets their needs.
- d) A significant barrier to school reform is sustaining meaningful professional development. Two required components for CSR funding as defined in the legislation are to provide high quality ongoing professional development and to provide assistance for all faculty and staff. Most CSR models have a strong program to address that need. The piece that is not required and therefore appears to be more “hit and miss” is the training/professional development at the state level. In Wisconsin, that area is more often addressed if a university is providing the external technical assistance for a CSR model.
- e) Quality assurance of the CSR program is a critical component of the WDPI role. The CSR staff provides ongoing technical assistance and uses a variety of strategies to ensure the quality of LEA/schools’ scientifically based research program and that the CSR whole school reform program has the capacity to improve the academic achievement of all students in core academic areas. Telephone contacts and interviews, e-mail, surveys, state cadre meetings and grant writing workshops are some of the methods used to provide ongoing, high quality assistance to help monitor elements of required annual assessments, to network, and to identify critical strengths and/or problems. The law requires CSR supported programs adopt *proven* strategies and methods grounded in *scientifically based research*. There is new guidance from the USDE to assist school staff judge whether their planned reform programs meet the standards of the new law.

▪ **Library Services and Technology Act (LSTA)**

The Division for Libraries, Technology, and Community Learning is starting a year-long initiative focused on the role public libraries play in assuring that young children are ready to learn when they start Kindergarten. The initiative includes a state-wide conference and regional training sessions held in cooperation with the 17 public library systems in Wisconsin. Librarians will learn how to take advantage of the newest information on infant brain research and to enhance what they are already doing in their programs for preschool children to optimize early learning and readiness skills. Training sessions will be open to librarians, early childhood educators, day care providers, parents and public school staff. Libraries will be encouraged to make a special effort to reach families living in poverty, those who use English as a second language, and teen parents, as well as their day care providers. The early childhood leadership will be asked to help support the efforts of the public libraries and encourage day care providers and other early-childhood educators to work with their local public libraries on this initiative.

- **North Central Regional Educational Laboratory (NCREL)** <http://www.ncrel.org/> and **Comprehensive Center Region VI (CCVI)** <http://www.wcer.wisc.edu/ccvi/>

Two regional centers such as the North Central Regional Educational Laboratory and the University of Wisconsin's Comprehensive Center Region VI are available to address the professional development needs of school districts on a statewide basis. Both organizations are willing and able to assist the DPI in providing high quality, sustained technical assistance and professional development.

## State Efforts/Initiatives

- **Characteristics of Successful Schools (CSS)** <http://www.dpi.state.wi.us/dpi/dlsea/sit/cssintro.html>

Under the State Superintendent's leadership, the Department of Public Instruction is actively involved in the development of a variety of resources related to improving the schooling experience and student outcomes in Wisconsin. The department is conducting research of effective school practices, revising state curriculum guides and redesigning the way educators are licensed. We have published in hard copy, and made available on our Wisconsin Information Network for Successful Schools (WINSS) website, the Characteristics of Successful Schools Guide. Based on current research, the guide describes a set of characteristics that define the Wisconsin framework for a successful school. Those characteristics are:

- Vision
- Leadership
- High Academic Standards
- Standards of the Heart
- Family, School, and Community Partnerships
- Professional Development
- Evidence of Success

Integrated into each characteristic are equity, diversity fairness and inclusiveness. The essential dynamic is that these principles must be a part of every aspect of education. The resulting framework emphasizes those elements of a school that are successful at helping all students achieve academically and helping them to be caring, contributing, productive and responsible citizens.

The CSS Guide also includes an online survey that is designed to help schools and districts understand where staff, parents, students and community stand with respect to the seven characteristics. The results from the survey will help school personnel develop their school improvement plans.

The Characteristics of Successful Schools Guide is one of the ways in which the Department of Public Instruction integrates the New Wisconsin Promise (NWP) into its work with schools, teachers and communities. Fundamental to the NWP is closing the achievement gap between children of color, disadvantaged children, and their peers. Its key strategic priorities are:

- Reading
- Early Learning Opportunities
- Educator Quality
- Parent/Community Involvement
- Career and Technical Education

These priorities determine how the DPI administers its technical assistance to the schools. The support that is given is based upon department-wide goals and action plans in each of these areas. Sharing the common goal of *"Increased number and percentage of students in proficient and advanced reading levels at Schools in Need of Improvement"*, in both our NWP and Reading First is a clear illustration of our commitment to the children of Wisconsin.

- **MarcoPolo** <http://www.marcopolo-education.org/>

The Wisconsin Department of Public Instruction has received a grant from the MarcoPolo Education Foundation to provide highest quality, no-cost, standards-based Internet content and professional development to K-12 teachers in the state. These online resources include panel-reviewed links to top sites in several disciplines, professionally developed lesson plans, powerful search engines, classroom activities and other resources to facilitate curriculum planning and enhance daily classroom instruction. All of the MarcoPolo content is created by a consortium of national educational partners including the:

- *American Association for the Advancement of Science,*
- *Council of the Great City Schools,*
- *The International Reading Association*
- *John F Kennedy Center for Performing Arts,*
- *National Council of Teachers of Mathematics,*
- *The National Council of Teachers of English*
- *National Council on Economic Education,*
- *National Endowment for the Humanities, and the*
- *National Geographic Society*

- **Reading Evaluation and Demonstration of Success Initiative (READS)**

<http://www.dpi.state.wi.us/dpi/dlsea/een/reads.html>

The Wisconsin Department of Public Instruction supports the efforts of LEAs/schools in implementing comprehensive reading programs for all students and has committed federal IDEA discretionary funds to demonstrate, on a large scale, that with effective instruction, virtually all children in Wisconsin schools can achieve literacy success. Since 1999 when the program began, awards of \$4 million have been made to Wisconsin schools. The purpose of this statewide research initiative is to demonstrate that when schools implement a comprehensive reading program using practices based on scientifically based reading research, there is a positive effect on all students' academic performance and a reduction in special education referrals.

Competitive grants totaling \$958,000 have been awarded to approximately 78 districts during FY 2002-2003. The Wisconsin READS initiative has adopted the components of an effective reading program as outlined by the National Research Council, and has required schools within districts that were awarded READS grants to describe how each of the components of an effective reading program will be included in their reading instructional practices. The external evaluation of the READS initiative is being done by North Central Regional Education Laboratory (NCREL).

Evaluation results for the third year of the Reading Evaluation and Demonstration of Success (READS) initiative demonstrate the positive impact among READS schools. Referrals for Special Education placement decreased by 15.2%. The average of national percentile reading scores increased from the 57<sup>th</sup> to the 61<sup>st</sup> percentile, which is significant. The achievement gap narrowed for Asian and Black children, and was eliminated for Hispanic children.

- **School Library Media Centers and Public Libraries**

Wisconsin school library media programs and public libraries are important partners in the state's initiative to assure all children who enter school are ready to learn and that they have adequate access to curriculum support and recreational reading materials, and electronic forms of information. School library media programs are active, collaborative partners with K-3 teachers in the evaluation of supplemental reading materials and the planning, integrating, and assessing of reading incentives and the Wisconsin Information and Technology Literacy Standards.

An important supplemental resource available to all students, teachers, and parents in the state of Wisconsin is *BadgerLink* <http://www.badgerlink.net> administered by the *Wisconsin Reference and Loan Library* under the *Division for Libraries, Technology and Community Learning*. This online



resource provides access to a wide variety of current magazine, newspaper, and journal articles for children and adults of all ages.

The regional library systems manage the state's interlibrary loan services that allow schools to have access to materials from other schools, public libraries, as well as colleges and universities throughout Wisconsin. Currently the holdings of schools and public libraries are listed on *WISCAT* <http://www.wiscat.net/wp2000/signin.asp?cid=stwi&lid=STWI&mode=P>, an on-line union catalog. Requests are currently processed by the regional systems. However the protocols needed to allow people to place holds directly on the materials at any location is now being developed. Teachers and school library media specialists use the catalog to help students locate information available at public and academic libraries, and other school library media centers throughout the state and place requests for the materials, directly from the school during the regular classroom instruction.

Public libraries are currently implementing a three-year initiative to address the needs of children with disabilities. The Division has a new publication entitled *Public Library Services for Youth with Special Needs: a Plan for Wisconsin* <http://www.dpi.state.wi.us/dpi/dltcl/pld/ysnpl.html>. This publication addresses the needs of children who have disabilities (physical, emotional and learning), children from a diversity of cultures including those who use English as a second language, children living in poverty, and children living in residential or correctional facilities. These same groups of children often are at highest risk of not reading well and not achieving in school. The publication identifies ways public libraries can work to address the needs of these children and their families.

During the summer, when most public schools are closed, the Division manages a state-wide summer reading program for all children under the age of 18. These locally run programs typically use the same theme and cooperatively purchase the materials for the program, including incentives for the students, through the Division. The Division coordinates state incentives such as passes to museums, historical sites, state parks, and the state fair. Recently the incentives included admission to athletic events at the University of Wisconsin and a drawing for a football signed by the Green Bay Packers.

- **Student Achievement Guarantee in Education (SAGE)** <http://www.dpi.state.wi.us/oea/sage/>

The SAGE program began in the 1996-97 school year, was expanded in 1998-99, and was expanded again in 2000-01. The objective of the program is to improve student achievement through the implementation of four school improvement strategies: class sizes no more than 15:1 in grades K-3; increased collaboration between schools and their communities; implementation of a rigorous curriculum focusing on academic achievement; and improving professional development and staff evaluation practices. Schools in SAGE have 5-year contracts with the state and get state aid equal to \$2,000 for each low-income child in the grades served by the program.

Participation has grown from 30 schools in 1996-97 to nearly 600. State funding, which was \$4.5 M in 96-97 will be \$95 M in 2002-03 and will support small class sizes for nearly 100,000 K-3 pupils.

The program has been the subject of an ongoing evaluation, which was conducted for the department from 1996 to 2001 by the UW-Milwaukee School of Education. To measure academic achievement first, second and third grade students in SAGE and comparison schools were tested in May 1999 using the *Comprehensive Test of Basic Skills* (CTBS) appropriate for each grade level. First-graders also were pre-tested in October 1998. Results from the May tests show statistically higher performance for SAGE students across all grade levels. African-American SAGE students scored lower on the CTBS pretest than African-American students in comparison schools but made significantly larger gains from the October to the May test, surpassing achievement by African-American students in comparison schools on the May test. The results over the first five years of the program have been positive overall and have been cited in many other studies and articles nationwide.

Many LEAs eligible for *Reading First* grants are also SAGE districts. The SAGE program and *Reading First* address many similar goals such as increasing reading achievement, improving professional development, working with parents/families, and reducing the minority achievement gap.



- **Wisconsin Department of Public Instruction** <http://www.dpi.state.wi.us/>

The DPI and the Governor's Office agree that literacy success for Wisconsin students is an essential goal. State Superintendent Elizabeth Burmaster supports many initiatives directed at improving literacy.

Content and performance standards along with performance indicators are detailed in *Wisconsin's Model Academic Standards for the English Language Arts*

<http://www.dpi.state.wi.us/dpi/dlsis/cal/caltres.html>. These standards were developed in 1998 in a joint effort with former Governor Tommy G. Thompson and former State Superintendent John T. Benson. *A Guide to Curriculum Planning in English Language Arts*, published in 2001, elaborates each of the English Language Arts standards. As with the previous guides, this new guide is based on scientifically based reading research. This new curriculum guide will help ensure that subgrantees design professional development activities that improve reading instructional practice.

One of the six English Language Arts content standards, Reading and Literature, provides definition and direction for students' reading performance in Wisconsin. That content standard states, "Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others." The rationale for this content standard states that reading is a complex, interactive process that continues to be a primary means of acquiring and using information.

- **Wisconsin Informational Network of Successful Schools (WINSS)**

<http://www.dpi.state.wi.us/sig/index.html>

The Wisconsin Informational Network of Successful Schools (WINSS) is a virtual school reform Web site developed through collaboration between the North Central Regional Educational Laboratory (NCREL) and the department. WINSS has the potential to impact every district, school and classroom in the state. WINSS contains the following 5 "hot links:" Standards and Assessment, Data Analysis, Continuous School Improvement, Best Practices, and Site Interaction. A district or school, which is interested in improving their reading or other academic area, can access the relevant standards, analyze their district or school level data, go through a virtual school improvement process, and identify best practices that may address those needs. *Wisconsin Reading Comprehension Test* (WRCT) scores for 3<sup>rd</sup> graders are being integrated into Wisconsin Informational Network of Successful Schools (WINSS) the DPI school reform Web site.

The Wisconsin Informational Network of Successful Schools (WINSS); the Marco Polo Web site; the Wisconsin Reading Comprehension Test Web site <http://www.wrct.net>; the UW-Extension, IDEAS Web site <http://www.ideas.wisconsin.edu/searchportal.cfm>, an educational portal that links standards-based lessons and activities; and the WiLEARNs Web site <http://www.wilearns.com/>, a site designed to disseminate best practices in reading instruction based on the five essential components of effective reading instruction, will link with the Reading First Web page on the DPI Web site. The Reading First Web page will serve as a virtual resource for Wisconsin educators.

## State and Local Partnership Initiatives

- **Milwaukee Partnership Academy** <http://www.uwm.edu/Org/MPA/description.htm>

The broad initiative of the Milwaukee Partnership Academy (MPA) is to assure that every child in Milwaukee Public Schools is performing at or above grade level in reading, writing, and mathematics through shared responsibility for student success. The six core members of the coalition are: University of Wisconsin-Milwaukee, Milwaukee Teacher's Education Association, Milwaukee Area Technical College, Metropolitan Milwaukee Association of Commerce and the Private Industry Council of Milwaukee County. While the school district has entered into partnerships before, they have been narrowly focused projects. This partnership is aiming at systemic reform of education.

## Local Efforts/Initiatives

- **Cooperative Educational Service Centers (CESA's)** <http://www.dpi.state.wi.us/oea/cds.html>

Wisconsin's 12 regional educational service centers, Cooperative Educational Service Centers (CESAs) provide opportunities for professional development activities to local districts. Supported by Title I and other federal dollars, each CESA has established a Standards and Assessment Center. These centers provide curriculum, instruction, and assessment leadership to districts based on Wisconsin's *Model Academic Standards*.

- **PACT grant**

CESA 3 <http://www.cesa3.k12.wi.us/>, the Cooperative Education Service Agency in Southwest Wisconsin has received a \$125,000.00 IDEA Preschool Discretionary grant to develop Parent Communication Teams in the state. Adapted from the Hanen Center (Canada) program, "It Takes Two to Talk" trains parents and speech language pathologists in methods which promote language development. This project uses the expertise of consultants in language development from the University of Wisconsin, Oshkosh to review and evaluate parent interaction with preschool children. Specific suggestions are then made to parents for ways language may be encouraged in areas such as phonemic awareness, articulation, vocabulary development, and comprehension. This training is being made available to trainers in six additional CESAs in 2002-2003.

- **Reading On First And Home (ROFAH)**

There is convincing evidence that early intervention, with quality instructional programming, for low-achieving first grade students, can greatly reduce the number of students that experience reading failure and ensure that a greater percentage of children can progress through school at a normal rate. The Reading On First And Home (ROFAH) program has proven to be an effective intervention program for thousands of first graders across the state of Wisconsin. The program has two basic goals. The first is that students will be reading at first grade level by the end of first grade and the second is that students will have a high self-esteem and see themselves as successful at reading.

The ROFAH program works with students identified within the lowest 20% of first grade classrooms, including students with disabilities and English Language Learners. ROFAH is an accelerated supplemental program meaning that students receive ROFAH instruction in addition to all regular instructional programming. The program uses quality literature, develops student's phonemic segmentation and blending ability, and teaches students to use phonic, syntactic, and context clues as they read. The ROFAH procedures provide for repeated reading of leveled stories and frequent opportunities for children to write about the stories they are reading. Parents play an integral role in the program and actually sign a contract as to their participation in the program. Instruction is provided in small groups of 2 to 5 students.

The ROFAH program is built around a plethora of reading research. The following are key statements that are cornerstones to effective reading programs (Allington, 2001):

- Children need to read a lot. (Allington & McGill-Franzen, 1989) The average higher-achieving student read approximately three times as much each week as their lower-achieving classmates. These differences do not include out-of-school voluntary reading. Response: ROFAH is an accelerated program meaning students receive the program in addition to all regular instruction.
- Children need books they can read. (Gambrell, Wilson, Grant, 1981) Oral reading error rates of 5% or greater were linked to significant increases in off-task behavior. Response: ROFAH utilizes leveled, quality literature, and students practice with books at their reading level.
- Children need to learn to read fluently. (Samuels, Schermer, & Reinking, 1992) Engaging children in repeated readings of a text is particularly effective in fostering more fluent reading

in children struggling to develop proficient reading strategies. Response: ROFAH continuously involves students in repetitive readings to build confidence and fluency.

The ROFAH program has been utilized in Wisconsin since 1995. The Cooperative Educational Service Agency #6 (CESA 6) <http://www.cesa6.k12.wi.us/>, has kept data on twenty school districts each year since that time. The following is data from the end of the 2000-2001 school year:

- Students assessed – 261 students.
- Reading Attitude Survey – 69% showed positive attitude toward reading.
- Cold reading of first grade level story- 62% read with 90% or greater accuracy.
- Johns' Basic Reading Inventory (first grade level passage) – 78% of students read passage at independent or instructional level.
- Johns' Basic Reading Inventory (first grade level passage) – 91% of students comprehended at the independent or instructional level.
- 8 students place EEN after school year.
- 63 students were not placed EEN that were being considered for placement.
- 56 students were released from Title I due to regular classroom performance.

The ROFAH program has offered continuous opportunities for low-achieving first graders to receive accelerated, quality instruction with measurable results. The program, through independent strategy instruction, allows students to continue the success they experience in the program. ROFAH is serving students throughout Wisconsin and meeting the goal of allowing students to read at grade level by the end of the first grade school year.

■ **Wisconsin Paraprofessional Training Initiative** <http://www.cesa4.k12.wi.us/paraprof.htm>

The purpose of the Wisconsin Paraprofessional Training Initiative is “to promote and support the preparation of paraprofessionals in Wisconsin in order to strengthen their ability to effectively assist instruction and increase student learning and performance. Since 1995, CESA 4 <http://www.cesa4.k12.wi.us/> has worked with the Department of Public Instruction to provide a leadership role among Wisconsin's Cooperative Educational Service Agencies to develop professional development opportunities that address the skills and knowledge necessary to meet the needs of students experiencing learning problems.

What started as a small initiative has grown to a statewide effort that has received national recognition. Activities directly related to reading instruction include: four regional conferences for paraprofessionals in special education and Title I programs in collaboration with Wisconsin Technical Colleges focusing on the development of instructional skills for reading and basic skill remediation, linking READS project schools and resource consultants to provide sectional presentations regarding their projects that are relevant to the training needs of paraprofessionals, offer 200 scholarships for Wisconsin paraprofessionals working in Title I and special education programs for online reading course through CEC, continue the Wisconsin Paraprofessional Web site enhanced to include remedial reading resources, quarterly *Wisconsin Para Post* newsletter with expanded content on reading remediation.

### ***1.A.ii. Gaps in Service Delivery of Current Federal and State Funded Initiatives***

Much work and additional initiatives are necessary to achieve the goals outlined in this Reading First grant application. Data from existing state assessments show that significant gaps exist in the reading achievement levels of children of color, economically disadvantaged, limited English proficient (LEP), and the general student population.

Gaps also exist in delivery of services to meet the various goals. NCREL and CCVI are regional facilities, and at times, the services they provide cannot be specific to our needs. A need exists for better on-site monitoring, instructional materials for scientifically based reading research models, and pre-service training. The READS programs reach highest risk students in the elementary grades, but these programs do not reach 92% of students. Four-year-old kindergarten is having a positive impact on early reading preparation. However, additional resources and professional development are needed. While SAGE has also shown considerable success, it only reaches approximately 50% of the elementary schools and it could be enhanced with SBRR. We believe the Reading First program will be instrumental in filling the gaps and thus make attainment of the goals a reality.

The following chart summarizes the Wisconsin gaps in federal and state reading initiatives.

### Gaps in Current Federal and State Funded Initiatives

Source of Support	INITIATIVE	GAP
<b>Federal</b>		
NCREL, CCVI	Two regional centers, <i>North Central Regional Educational Laboratory</i> and <i>University of Wisconsin's Comprehensive Center Region VI</i> coordinate the professional development needs of school districts within a network of federally-funded service providers. They provide sustained technical assistance and professional development.	Being regional facilities, there are times when the service is not as specific to our needs as we require. Funding is not permanent, and therefore the level of service is not always consistent.
CSR	<i>Comprehensive School Reform</i> (CSR) provides annual competitive grants to local schools to develop and implement whole-school reforms, based upon scientifically based research and effective practices.	Lack of consistent monitoring for on-site evaluation. Some programs lack instructional materials based on scientifically based research models. Need for more pre-service training.
<b>State</b>		
<i>Characteristics of Successful Schools</i>	<i>Characteristics of Successful Schools Guide</i> (CSS) is based on current research, and describes a set of characteristics that define the Wisconsin framework for a successful school. Includes an online survey designed to help schools with their school improvement plan.	<i>School Improvement Plan Template</i> is not yet available as one possible model for a school to implement.
<i>Reading Evaluation and Demonstration of Success</i>	Reading Evaluation and Demonstration of Success (READS) is a program that demonstrates that when schools implement a comprehensive reading program, based on SBRR, there is a positive effect on all students' academic performance and a reduction in special education referrals. 78 districts (\$958,000) during FY 2002-3 awarded Wis. schools.	READS only reaches highest risk students in the elementary grades. Does not reach 92% of students.
<i>Student Achievement Guarantee of Excellence</i>	Student Achievement Guarantee of Excellence (SAGE) improves student achievement through class size of no more than 15:1 in grades K-3; increased collaboration between schools and their communities; implementation of a rigorous curriculum; and improved professional development and staff evaluation practices.	With a large mobility rate, it is difficult for children to reach the proficiency level in large numbers. Teachers do not necessarily change their teaching methods to reflect best practices & SBRR. WDPI and local technical assistance is not always provided in a coordinated manner.

### ***1.A.iii. Wisconsin's Student Achievement Gap in Reading***

Early reading achievement has been an area of emphasis in Wisconsin for many years. However, the picture from three assessments of early reading achievement in Wisconsin shows that while many students in Wisconsin read quite well when compared with students across the nation, significant achievement gaps exist for several populations. The three sources of reading achievement data are reported from both locally developed and national sources:

- ***Wisconsin Reading Comprehension Test (WRCT):***  
An Assessment of Primary-Level Reading at Grade 3
- ***Wisconsin Knowledge and Concepts Examination (WKCE):***  
An Achievement Test at Grade 4
- ***National Assessment of Educational Progress (NAEP):***  
Grade 4 Reading

### **Wisconsin Reading Comprehension Test (WRCT)**

The WRCT, administered in the third grade, is the earliest statewide measure of reading comprehension across Wisconsin. The test has been developed since 1989 by Wisconsin educators and a contractor under the direction of the WDPI and the WRCT Advisory Committee.

Reading comprehension as measured by WRCT is untimed and uses three long, authentic reading passages (fiction and nonfiction). Students answer about 63 selected response questions and one or two short-answer questions.

The WRCT is based on Wisconsin curriculum standards and is described by the following general proficiency score categories:

- Advanced:** Distinguished achievement. In-depth understanding of academic knowledge and skills tested.
- Proficient:** Competent in the important academic knowledge and skills tested.
- Basic:** Somewhat competent in the academic knowledge and skills tested.
- Minimal Performance:** Limited achievement in the academic knowledge and skills tested.
- Pre-Requisite Skill/English:** Wisconsin Student Assessment System (WSAS) alternate assessment.  
Locally-adopted alternate assessment indicates that achievement is below the range tested by state standardized tests OR academic English skills are at a beginning level.

The purpose of the WRCT is to identify the reading level of individual students with respect to statewide proficiency levels, to provide districts with information that will help them evaluate the effectiveness of their primary reading programs, to allow school districts to compare the performance of their students with state proficiency levels, and to provide data for meeting state statutory requirements with respect to assessment of students' reading comprehension. The WRCT is a measure of the student's process of extracting meaning from text and associated visual information rather than as a mastery of a set of reading skills and is designed to be a primary factor in student referral for remedial reading.

Validity and reliability studies have been conducted by Francis B. Evans, Ph.D. in the WI Office of Educational Accountability. Reliability coefficients (KR-20 or Chronbach's Alpha) typically range between 0.90 and 0.93. Item Response Theory is used to link test forms; studies of underlying unidimensionality met requirements, and the Chronbach Coefficient Alpha reliability is 0.87 when passage-related item dependence has been removed. Standard error of measurement has been computed at the lower cut score for Proficient reading as plus/minus three raw score points.

The following table provides disaggregated data from the *Wisconsin Reading Comprehension Test* for years 1999-2001.

### Achievement Gap in Reading as Demonstrated by WRCT

Percentages of Students Who Scored *At or Above the Proficient* Level on  
Grade 3 WRCT Reading 1998-99 through 2001-02

Student Group	Number Enrolled March 2001	March 1999	March 2000	March 2001	March 2002	Gaps  <i>In 2002</i>
<b>Wisconsin All Students</b>	<b>62,707</b> (93.3% tested)	<b>72%</b>	<b>74%</b>	<b>77%</b>	<b>75%</b>	
Am Indian/Alaska Native	892 (96% tested)	58%	63%	68%	64%	- 17%
Asian /Pacific Islander	2,197 (71% tested)	43%	48%	56%	58%	- 23%
Black, Not of Hispanic Origin	7,269 (92% tested)	45%	52%	54%	49%	- 32%
Hispanic	3,276 (69% tested)	47%	51%	49%	49%	- 32%
White, Not of Hispanic Origin	48,891 (96% tested)	77%	80%	83%	81%	--
Limited English Proficient	2,713 (45% tested)	23%	25%	32%	33%	- 44%
English Proficient	59,933 (95% tested)	72%	76%	79%	77%	--
Migrant	52 (56% tested)	65%	52%	43%	28%	- 47%
Non-Migrant	62,548 (93% tested)	72%	74%	77%	75%	--
Students with Disabilities	8,300 (69% tested)	25%	31%	34%	31%	- 50%
Non Disabled	54,683 (97% tested)	77%	81%	83%	81%	--
Economically Disadvantaged	18,769 (86% tested)	52%	56%	59%	57%	- 25%
Not Economic Disadvantaged	44,109(96% tested)	78%	82%	84%	82%	--
Male	32,154 (92% tested)	67%	72%	74%	71%	- 4%
Female	30,442 (94% tested)	74%	78%	79%	78%	--

\*Note that in the majority groups (white, English proficient, non-disabled students, not economically disadvantaged) have only about 3 to 5% not tested and nearly 80% of those enrolled students score in the proficient and above categories. However, care should be taken in interpretation of LEP, Hispanic, Asian, migrant, and students with disabilities groups since many students in these groups appropriately participate in alternate assessments that measure pre-requisite skills for exempt students. Very few migrant students were enrolled for WRCT testing in Wisconsin at the time of testing.

The good news is that from 1999 to 2001, the percentage of third graders scoring at or above proficient (as well as the percent participating in testing) increased in all categories. In 2002, however, there were still 12,245 third graders tested that scored at basic or minimal reading levels; an additional 7% were not tested. Clearly, sizable numbers of Wisconsin students have not yet learned to read proficiently by March of their third grade year.

In addition, a sizable achievement gap in primary level reading comprehension exists for students of color, those with limited English, with economic disadvantage, and with disabilities. From 17 to 50% fewer students in the minority groups of each of the population disaggregations scored in the proficient or above categories than those in the majority group.

### Wisconsin Knowledge and Concepts Examination (WKCE)

The WKCE, administered annually at grades 4, 8, and 10, serves as the standardized, statewide accountability test. Wisconsin has used CTB/McGraw-Hill's *TerraNova*, measuring achievement in

reading, language, mathematics, science, and social studies, since 1996-97 as the assessment instrument for the WKCE.

In addition to examining the content coverage and measurement characteristics of the *TerraNova Multiple Assessments* edition during the purchasing proposal process, teams of educators conducted an alignment study with the WI Model Academic Standards. Further, the instrument underwent an evaluation of the adequacy of the content coverage. Future WKCE instruments will be enhanced to broaden their content coverage to reflect Wisconsin content expectations even further.

The content of the reading component of WKCE is described by the following test objectives provided by CTB/McGraw-Hill. The test consists of selected response and short, constructed-response items.

### **WKCE/TerraNova Test Objectives**

<b>Basic Understanding</b>	Demonstrate understanding of the literal meaning of a passage through identifying stated information, indicating sequence of events, and defining grade-level vocabulary. <i>Write responses to questions requiring literal information from passages and documents.</i>
<b>Analyze Text</b>	Demonstrate comprehension by drawing conclusions; inferring relationships, such as cause and effect; and identifying theme and story elements, such as plot, climax, character and setting. <i>Write responses that show an understanding of the text that goes beyond surface meaning.</i>
<b>Evaluate and Extend Meaning</b>	Demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; and judging author purpose, point of view, and effectiveness. <i>Write responses that make connections between texts based on common themes and concepts; evaluate author purpose and effectiveness, and extend meaning to other contexts.</i>
<b>Identify Reading Strategies</b>	Demonstrate awareness of techniques that enhance comprehension, such as using existing knowledge, summarizing content, comparing information across texts, using graphics and text structure, and formulating questions that deepen understanding. <i>Write responses that interpret and extend the use of information from documents and forms and that demonstrate knowledge and use of strategies.</i>

NOTE: Italicized statements apply to constructed-response items only.

The Wisconsin descriptors of proficient and above levels on the reading component of the 4<sup>th</sup> grade WKCE follow:

<b>Advanced</b>	<i>Demonstrates:</i> in-depth comprehension of a variety of complex texts; use of critical thinking skills to infer; evaluate, and extend the meaning of literal and figurative material; use of graphic organizers comprehend text; comprehension of advanced vocabulary; and use of effective reading strategies when faced with difficult material...
<b>Proficient</b>	<i>Demonstrates:</i> a strong understanding of what is read and the interpretation of a variety of challenging material; a number of strategies for understanding passages about recall of literal detail from a variety of reading passages.

In addition to serving as the principal accountability measure in Wisconsin, the WKCE helps to provide clear expectations for student learning, student achievement data relative to those expectations, and feedback to students to assist in educational planning.

The following table provides disaggregated data from the *Wisconsin Knowledge and Concepts Examination* in 4<sup>th</sup> grade Reading for all students enrolled in Wisconsin for more than a full academic year (FAY) for years 1999-2002.

### Achievement Gap in Reading as Demonstrated by WKCE

Percentages of Students Who Scored *At or Above the Proficient* Level on  
Grade 4 WKCE Reading 1998-99 through 2000-01

Student Group	Number Enrolled Feb '01	February 1999	February 2000	February 2001	February 2002	Gaps
<b>Wisconsin</b>	<b>64103</b> (99% tested)	<b>78%</b>	<b>77%</b>	<b>77%</b>	<b>79%</b>	<i>In 2002</i>
Am Indian/Alaska Native	980 (98% tested)	66%	68%	67%	68%	<b>-17%</b>
Asian /Pacific Islander	2,309 (99% tested)	57%	56%	51%	63%	<b>-22%</b>
Black, Not of Hispanic Origin	6,997 (96% tested)	49%	50%	52%	54%	<b>-31%</b>
Hispanic	2,973 (97% tested)	55%	52%	53%	54%	<b>-31%</b>
<b>White</b> , Not of Hispanic Origin	<b>50,560</b> (99% tested)	<b>84%</b>	<b>84%</b>	<b>84%</b>	<b>85%</b>	--
Limited English Proficient	2,509 (98% tested)	36%	33%	27%	37%	<b>- 44%</b>
<b>English Proficient</b>	<b>61,594</b> (99% tested)	<b>79%</b>	<b>79%</b>	<b>79%</b>	<b>81%</b>	--
Students with Disabilities	8,903 (94% tested)	37%	37%	37%	38%	<b>- 47%</b>
<b>Non disabled</b>	<b>55,200</b> (99% tested)	<b>84%</b>	<b>84%</b>	<b>84%</b>	<b>85%</b>	--
Economically Disadvantaged	16,930 (98% tested)	60%	60%	60%	63%	<b>- 22%</b>
<b>Not Economic Disadvantaged</b>	<b>47,137</b> (99% tested)	<b>84%</b>	<b>84%</b>	<b>84%</b>	<b>85%</b>	--
Male	33,015 (94% tested)	76%	75%	74%	75%	<b>- 7%</b>
Female	30,966 (96% tested)	<b>80%</b>	<b>80%</b>	<b>81%</b>	<b>82%</b>	--

\*The excluded students include a small number of students with disabilities excluded through their IEP who participate in an alternate assessment process more suited to their curriculum goals. Some LEP students at language levels 1-3 are excluded and participate in alternate assessments. Parents may also request that their student is excused from the WKCE.

On the WKCE, the overall percentage of fourth graders scoring at or above proficient has remained consistent from 1999 to 2002. While 98% of the English proficient and students without disabilities participate in the WKCE, the percentage of students in each of the population categories participating in testing has increased steadily. In 2002, however, there were still 113,315 fourth grade students tested that scored at pre-requisite skill, pre-requisite English, minimal, or basic reading levels. Regrettably, sizable numbers of Wisconsin students have not yet learned to read proficiently by February of their fourth grade year.

In addition, the achievement gaps in fourth grade reading for students of color, those with limited English, with economic disadvantage, and with disabilities are slightly larger than that of third graders and follow a similar pattern. From 17% to 31% fewer students in the minority groups of each of the population disaggregations scored in the proficient or above categories than those in the majority group.



## **Special Populations and Achievement Gaps in Reading**

Following are specific data relevant to the achievement gap particular to each of the special populations in Wisconsin as verified by statewide reading assessments at grades 3 and 4:

### **Low-income children**

Based on the third grade WRCT and the fourth grade WKCE statewide reading tests, the gap in proficiency rates between the low poverty schools and those in schools with poverty levels of 50% or greater was 22 to 26% difference in proficiency results in 2001. The high poverty schools are located in 148 districts of the 426 local education agencies or districts in Wisconsin.

In 2002, only 57 to 63% of Wisconsin's students identified as eligible for Free or Reduced School Lunch scored in the proficient and above categories in reading: 18,000 third grade students and 17,000 fourth grade students. There is also a clear gap in performance between Non-Title I schools and Title I School-Wide programs.

### **Racial/ethnic groups**

Based on the third grade WRCT and the fourth grade WKCE statewide reading tests, the achievement gaps in proficiency between the white (not of Hispanic origin) students and those of color were 17 to 32% difference in proficiency results in 2002. The achievement gap for Asian and American Indian student was about 20%; the achievement gap for black and Hispanic groups was about 31% as measured by the WRCT and WKCE in 2002.

### **Limited English Proficient**

Nearly 2,000 students with limited English were not yet reading proficiently at either third or fourth grade as measured by the WRCT and the WKCE in 2001. Based on these statewide reading tests, the achievement gaps in proficiency between the English proficient students and those with limited English were 44% difference in proficiency results in 2002.

### **Special Education students**

Nearly 6,000 students with disabilities were not yet reading proficiently at either third or fourth grade as measured by the WRCT and the WKCE in 2001. Based on these statewide reading tests, the achievement gaps in proficiency between the English proficient students and those with limited English were 47 to 50% difference in proficiency results in 2002.

## **National Assessment of Educational Progress (NAEP)**

Periodically, a national measure of reading achievement is administered as part of the *Nation's Report Card*. Reading, as measured by NAEP, samples content from a large nationally developed framework as well as sampling students from a randomized matrix design.

Fourth graders are assessed in reading for two purposes and two types of texts: reading for literary experience (55% of the items) and to gain information (45% of the items).

NAEP achievement levels are defined as follows:

**Proficient:** Solid academic performance for the grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Fourth-grade students performing at the Proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

**Advanced:** Superior performance. Fourth-grade students performing at the Advanced level should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices. When reading text appropriate to fourth grade, they should be able to judge text critically and, in general, give thorough answers that indicate careful thought.

The average 4<sup>th</sup> grade Wisconsin reading scale score was 224 in 1992, 1994, and 1998. While overall NAEP reading scores in Wisconsin remained unchanged at all quartiles between 1992 and 1998, the gap between white and black/Hispanic NAEP reading scores did widen significantly (from 8 scale score points to a gap of 29 points). Wisconsin's African American students' NAEP scores fell from 200 in 1992 to 193 in 1998 while the national sample increased by +1 scale score. During the same period, Wisconsin Latino students' NAEP scores fell -2 scale score points.

In addition, at 4<sup>th</sup> grade, the gap has widened between children of color and white students in reading. The within state gaps between the WI NAEP 4<sup>th</sup> Grade Reading (1998) scale score 224 and scores for African American, Latino, and low-income students is significant. According to the Education Trust's *Ed Watch Online*, these gaps can be translated into lost growth for Wisconsin's within state groups of 2 to 4 years of schooling.

	Scale score Gap	<i>How far behind?</i>
African American	38	<i>3 to 4 years' worth of learning</i>
Latino	22	<i>2 years' worth of learning</i>
Low-Income	25	<i>2.5 years' worth of learning</i>

Though caution must be exercised in interpretation of NAEP scores due both to the stringent, developmental standards and the sample sizes of minority groups in the disaggregated data, Wisconsin NAEP data confirm achievement gaps similar to those identified by Wisconsin statewide instruments.

### Summary of Wisconsin's Achievement Gap in Reading

While many students in Wisconsin read quite well when compared with students across the nation, significant achievement gaps exist for several populations. Using the state assessments of reading at grades three and four, one can therefore extrapolate that nearly 48,000 students in Kindergarten-grade 3 are reading below grade level.

Further, WKCE data confirm the importance of early reading proficiency. The proportion of students proficient in reading currently declines as they move from elementary to middle school (grade 8). This reading proficiency continues to decline significantly again from middle school to high school (grade 10).

## **1.B. State Rationale for Using Scientifically Based Reading Research**

### ***1.B.i. Relationship between Scientifically Based Reading Research and Current K-3 Reading Instruction***

The salient research behind our efforts to ensure that all children learn to read at or above grade level is presented in the report, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction – Reports of the Subgroups* (National Reading Panel, 2000). The selected studies reviewed by the panel indicate that a highly trained K-3 classroom teacher incorporating the components of an effective, systematic, and sequenced reading program into daily instruction will be successful in raising the reading achievement of all students.

The panel identified and analyzed scientifically based reading research (SBRR). This research meets the following standards:

- Applies rigorous, systematic, and empirical methods, over a significant time span, to obtain knowledge relevant to reading development, reading instruction, and reading difficulties;
- Involves rigorous data analyses that are adequate to test the stated hypothesis and justify the conclusions drawn;
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Wisconsin has adopted the five essential components of an effective reading program as described in the National Reading Panel Report and enumerated below.

### **The Five Essential Components of an Effective Reading Program**

**1. Phonemic Awareness –**

The ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

**2. Phonics –**

The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

**3. Reading fluency, including oral reading skills –**

Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

**4. Vocabulary Development –**

Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:

- Listening vocabulary – the words needed to understand what is heard
- Speaking vocabulary – the words used when speaking
- Reading vocabulary – the words needed to understand what is read
- Writing vocabulary – the words used in writing

**5. Reading comprehension –**

Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

The following table shows connections among the five essential components of reading instruction, scientifically based reading research, Wisconsin’s English language arts performance standards, and examples of grade-level accomplishments in reading.

**WISCONSIN READING FIRST FRAMEWORK: CONNECTIONS AMONG ESSENTIAL COMPONENTS OF READING INSTRUCTION, SCIENTIFICALLY BASED READING RESEARCH, WISCONSIN'S ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS, AND GRADE-LEVEL ACCOMPLISHMENTS IN READING**

<b>Essential Components</b>	<b>Scientifically Based Reading Research</b>	<b>Wisconsin Performance Standards</b>	<b>Examples of Grade-Level Accomplishments</b> (Hiebert, et al., 1998; Kame'enui & Simmons, 2001; Snow, et al., 1998; )
<b>Phonemic Awareness</b> is an oral language skill that involves the ability to identify and manipulate the sounds in spoken words and the knowledge that spoken words are made up of speech sounds (Adams, 1990; Adams et al. 1998; Yopp, 1992).	<p>Blending and segmenting words at the phoneme level are essential skills that facilitate reading (NRP Report, 2000; Torgesen et al., 1992; Davidson &amp; Jenkins, 1994).</p> <p>Programs that spent between five and eighteen hours teaching PA yielded large effects on the acquisition of PA (NRP Report, 2000).</p> <p>PA instruction should begin early (Adams, 1990; Smith, Simmons, &amp; Kame'enui, 1998).</p> <p>Children with strong PA learn to read more easily than children with less developed PA (Juel, 1988; Torgesen, Wagner, &amp; Rashotte, 1994).</p> <p>PA instruction combined with instruction in how to apply that knowledge yield higher reading scores than those for first graders receiving only PA training (Cunningham, 1990).</p> <p>Growth in PA is driven by instruction and practice in the use of phonemic decoding strategies (Perfetti, Beck, Bell, &amp; Hughes, 1987; Wagner, et al., 1997).</p>	Students will use effective reading strategies to achieve their purposes in reading.	<p>By the end of kindergarten, students will:</p> <ul style="list-style-type: none"> <li>• Merge spoken segments into a meaningful target word.</li> <li>• Segment the phonemes of most one-syllable words.</li> <li>• Produce a word that rhymes with a spoken word.</li> <li>• Understand that spoken words consist of a sequence of phonemes.</li> <li>• Identify which one is different when given spoken set (e.g., Dan, Dan, den).</li> <li>• Identify which two share a common sound from a spoken set (e.g., hat, pan, bed).</li> <li>• Count the number of syllables in a word.</li> </ul>
<b>Phonics</b> is using grapheme-phoneme correspondences to decode or spell words (Harris & Hodges 1995).	<p>Children must understand that the sounds that are paired with letters are one and the same as the sounds of speech (Adams, Foorman, Lundberg &amp; Beeler, 1998).</p> <p>Adequate progress in learning to read English depends upon having a working understanding of how sounds are represented alphabetically (Lieberman, Shankweiler, &amp; Liberman, 1989; Snow, Burns, &amp; Griffin, 1998).</p> <p>Instruction in alphabetic understanding show strong effects with S/WD and students at risk of reading difficulty (Foorman, et al., 1998; Torgesen, et al., 1999).</p> <p>Phonics instruction taught early proved much more effective than phonics instruction introduced after 1st grade. (NRP</p>	Students will use effective reading strategies to achieve their purposes in reading.	<p>By the end of kindergarten students will:</p> <ul style="list-style-type: none"> <li>• Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).</li> <li>• Learn many, though not all, one-to-one letter sound correspondences.</li> </ul> <p>By the end of first grade, students will:</p> <ul style="list-style-type: none"> <li>• Use letter-sound correspondence knowledge to sound out unknown words when reading text.</li> <li>• Decode phonetically regular, one-syllable</li> </ul>

Essential Components	Scientifically Based Reading Research	Wisconsin Performance Standards	<i>Examples of Grade-Level Accomplishments</i> (Hiebert, et al., 1998; Kame'enui & Simmons, 2001; Snow, et al., 1998; )
	<p>Report, 2000).</p> <p>Effect sizes for all three types of phonics programs (synthetic; larger unit—onsets, rimes, phonograms; and miscellaneous) are significantly greater than zero and did not differ statistically with each other (NRP Report, 2000).</p> <p>Reading comprehension depends on strong word recognition skills (Chard, Simmons, &amp; Kame'enui, 1998; Lyon &amp; Moats, 1997).</p> <p>Learning disabled students lack skilled word identification skills (Torgesen, 2000).</p> <p>As children develop decoding skills, they become increasingly able to identify unknown words by using more complete phonemic decoding cues in combination with their sense of the meaning of the sentence or passage (Share &amp; Stanovich, 1995).</p> <p>Children move through stages of acquisition in their ability to apply phonemic decoding strategies: partial phonemic analysis, more complete phonemic analysis, decoding words in chunks (Ehri, 1998).</p> <p>Readers should be taught to pay attention to whether the decoding makes sense and to try decoding again when the word as decoded does not make sense with ideas in the text and pictures (Iversen &amp; Tunmer, 1993).</p>		<p>words in texts.</p> <ul style="list-style-type: none"> <li>• Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by the letters in the word.</li> </ul> <p>By the end of second grade, students will:</p> <ul style="list-style-type: none"> <li>• Use print-sound mappings to sound out unknown words.</li> <li>• Decode one-syllable words not yet known automatically through use of letter-sound correspondence knowledge and by recognition of phonograms or analogy to rhyming words.</li> <li>• Decode unknown multi-syllabic words through phonic and structural analysis.</li> </ul> <p>By the end of third grade, students will:</p> <ul style="list-style-type: none"> <li>• Use letter-sound correspondence knowledge and structural analysis to decode words.</li> <li>• Decode most multisyllabic words not yet known as sight words.</li> </ul>

Essential Components	Scientifically Based Reading Research	Wisconsin Performance Standards	<i>Examples of Grade-Level Accomplishments</i> (Hiebert, et al., 1998; Kame'enui & Simmons, 2001; Snow, et al., 1998; )
<p><b>Fluency</b> is the ability to read connected text automatically and with deep understanding (Meyer and Felton, 1999).</p>	<p>Guided oral reading procedures have a consistent and positive impact on word recognition, fluency, and comprehension at a variety of grade levels (NRP Report, 2000).</p> <p>Classroom practices that encourage repeated oral reading with feedback and guidance leads to meaningful improvements in reading expertise for students. (NRP Report, 2000; Samuels, 1979; Samuels, Miller, &amp; Eisenberg, 1979).</p> <p>Sufficient background knowledge and vocabulary render written texts meaningful and interesting (Snow, Burns, &amp; Griffin, 1998).</p> <p>Fluent word recognition is one of several factors needed to comprehend text (Adams, 1990; Lyon, 1994).</p> <p>If students lack automaticity in word recognition, the time and attention required to read a word accurately limits the ability to process and understand larger units of text (Stanovich, 1994).</p> <p>Automaticity is key to fluent reading (Adams, 1990; LaBerge and Samuels, 1974).</p> <p>Text avoidance and inaccurate reading make it difficult for struggling readers to acquire fluent reading skill (Share &amp; Stanovich, 1995).</p> <p>The size of a child's sight vocabulary is a critical factor related to fluency (Torgesen, Rashotte, &amp; Alexander, 2001).</p> <p>Fluency measures are highly correlated with comprehension measures because strong fluency allows more of a child's capacity to be used in constructing meaning (Fuchs, Fuchs, Hosp, &amp; Jenkins, 2001).</p>	<p>Students will use effective reading strategies to achieve their purposes in reading.</p>	<p>By the end of kindergarten students will:</p> <ul style="list-style-type: none"> <li>Recognize some words, including a few very common ones, e.g., a, the, I, my, you, is, are.</li> </ul> <p>By the end of first grade, students will:</p> <ul style="list-style-type: none"> <li>Read aloud with accuracy and comprehension any text that is appropriately designed for the grade one.</li> <li>Recognize common, irregularly spelled words, e.g., have, said, where, two.</li> </ul> <p>By the end of second grade, students will:</p> <ul style="list-style-type: none"> <li>Read aloud with fluency and comprehension both fiction and nonfiction that is appropriately designed for grade two.</li> </ul> <p>By the end of third grade, students will:</p> <ul style="list-style-type: none"> <li>Read aloud with fluency and comprehension any text that is appropriately designed for grade three.</li> </ul>
<p><b>Vocabulary</b> is growth in knowledge of the meanings and pronunciations of words that are used in both oral and written language, (NRP</p>	<p>Effective instructional methods emphasized multimedia aspects of learning, richness of context in which words are to be learned, active student participation, and the number of exposures to words that learners will receive (NRP Report, 2000).</p> <p>A variety of direct and indirect methods of vocabulary instruction can be effective (NRP Report, 2000).</p>	<p>Students will use effective reading strategies to achieve their purposes in reading.</p> <p>Students will develop their vocabulary and ability to use words, phrases, idioms, and</p>	<p>By the end of kindergarten students will:</p> <ul style="list-style-type: none"> <li>Use new vocabulary in own speech.</li> <li>Use names and labels of basic concepts.</li> <li>Categorize pictures and words.</li> <li>Learn new vocabulary through stories and instruction.</li> </ul>

Essential Components	Scientifically Based Reading Research	Wisconsin Performance Standards	<i>Examples of Grade-Level Accomplishments</i> (Hiebert, et al., 1998; Kame'enui & Simmons, 2001; Snow, et al., 1998; )
Report, 2000).	<p>Some vocabulary should be taught directly (Baumann &amp; Kane'enui, 1991; Biemiller, 2001; Kame'enui, Dixon, &amp; Carnine, 1987; Stahl &amp; Shiel, 1999).</p> <p>Directly teaching vocabulary can increase reading comprehension (Beck and McKeown, 1991; Beck, Perfetti, &amp; McKeown, 1982; McKeown, Beck, Omanson, &amp; Perfetti, 1983).</p> <p>The context in which a word is learned is critical (McKeown, Beck, Omanson, and Pople, 1985; Kame'enui, Carnine, &amp; Freschi, 1982; Dole, Sloan, &amp; Trathen, 1995).</p> <p>Vocabulary increases as a function of children's reading of text rich in new words (Dickinson &amp; Smith, 1994; Robbins &amp; Ehri, 1994; and Stanovich, 1986).</p> <p>Children enter school with meaningful differences in vocabulary knowledge with relative economic advantage being a key variable (Hart &amp; Risley, 1995).</p> <p>Students who are actively engaged in the tasks in which they are learning vocabulary have larger gains (Daniels, 1994, 1996; Drevno et al., 1994; Senechal, 1997).</p> <p>Vocabulary knowledge underlies the ability to comprehend written material (Davis, 1942; Gough, 1996).</p> <p>The relationship between vocabulary knowledge and comprehension is reciprocal (Cunningham &amp; Stanovich, 1998).</p>	<p>various grammatical structures as a means of improving communication.</p> <p>Students will recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</p>	<p>By the end of first grade, students will:</p> <ul style="list-style-type: none"> <li>• Show evidence of expanding language repertory, including increasing appropriate use of standard, more formal language registers.</li> <li>• Learn and use unfamiliar words introduced in fiction and nonfiction texts.</li> <li>• Use new vocabulary in speaking and writing.</li> </ul> <p>By the end of second grade, students will:</p> <ul style="list-style-type: none"> <li>• Use basic elements of word structure to learn meanings.</li> <li>• Identify simple multiple-meaning words.</li> <li>• Use graphic organizers such as maps, charts, and Venn diagrams to demonstrate relationships among words.</li> <li>• Increase knowledge of vocabulary through independent reading.</li> </ul> <p>By the end of third grade, students will:</p> <ul style="list-style-type: none"> <li>• Use knowledge of inflected endings and common roots, prefixes, and suffixes to understand the meanings of words.</li> <li>• Use graphic organizers to understand relationships among words.</li> <li>• Learn and use unfamiliar words that are introduced in a broad range of fiction and nonfiction texts.</li> </ul>



Essential Components	Scientifically Based Reading Research	Wisconsin Performance Standards	<i>Examples of Grade-Level Accomplishments</i> (Hiebert, et al., 1998; Kame'enui & Simmons, 2001; Snow, et al., 1998; )
<p><b>Comprehension</b> is an interactive process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002).</p>	<p>Strategies that appear to be effective and most promising for classroom instruction are comprehension monitoring, cooperative learning, graphic and semantic organizers including story maps, question answering, question generation, and summarization (NRP Report, 2000).</p> <p>Control over procedures for monitoring comprehension and repairing misunderstandings facilitate comprehension (Snow, Burns, &amp; Griffin, 1998).</p> <p>Children in grades 2 through 6 can be taught to monitor their comprehension, become aware of when and where they are having difficulty, and learn procedures to assist them in overcoming problems (Baumann, Seifert-Kessell, &amp; Jones, 1992; Cross &amp; Paris, 1988; Elliott-Faust, &amp; Pressley, 1986; Markman, 1978; Miller, 1985; Paris, Cross, &amp; Lipson, 1984).</p> <p>Cooperative learning strategies have led to increased achievement as well as to improved interpersonal relationships (Bramlett, 1994; Klingner, Vaughn, &amp; Schumm, 1998; Slavin, 1980; Stevens, Slavin, &amp; Farnish, 1991; Uttero, 1988).</p> <p>Graphic organizers provide tools to examine and visually represent textual relationships, help students focus on text structure, and assist in writing well-organized summaries (Alvermann &amp; Boothby, 1986; Armbruster, Anderson, &amp; Meyer, 1992; Vidal-Abarca, &amp; Gilabert, 1995).</p> <p>Instruction in the content and organization of stories improves comprehension of stories (Baumann &amp; Bergeron, 1993; Greenewald &amp; Rossing, 1986; Idol &amp; Croll, 1987; Reutzel, 1985; Spiegel &amp; Fitzgerald, 1986.)</p> <p>Question answering effects are specific to increased success on experimenter tests of question answering (Anderson &amp; Biddle, 1975; Levin &amp; Pressley, 1981; Raphael &amp; Wonnacott, 1985; Wixson, 1983).</p> <p>Asking readers to generate questions during reading is effective (Davey &amp; McBride, 1986; Taylor &amp; Frye, 1992; Rosenshine, Meister, and Chapman, 1996; Wong &amp; Jones,</p>	<p>Students will read, interpret, and critically analyze literature.</p> <p>Students will read and discuss literary and nonliterary texts in order to understand human experience.</p> <p>Students will read to acquire information.</p>	<p>By the end of kindergarten students will:</p> <ul style="list-style-type: none"> <li>• Correctly answer questions about stories read aloud.</li> <li>• Connect information and events in text to life and life experiences to text.</li> <li>• Retell, re-enact, or dramatize stories or parts of stories.</li> <li>• Notice when simple sentences fail to make sense.</li> <li>• Demonstrate familiarity with different types of text, e.g., storybooks, informational texts, poems, newspapers, and everyday print.</li> <li>• Make predictions based upon illustrations or portions of stories.</li> </ul> <p>By the end of first grade, students will:</p> <ul style="list-style-type: none"> <li>• Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.</li> <li>• Self-correct when a word does not fit with the word or textual context.</li> <li>• Notice when difficulties are encountered in understanding text.</li> <li>• Make predictions based on interpretation of text.</li> <li>• Discuss and ask questions about a range of fiction and nonfiction texts.</li> <li>• Retell, draw, and write responses to text.</li> <li>• Become familiar with story structure.</li> <li>• Identify different types of nonfiction text structures.</li> <li>• Use common graphic organizers such as story maps and Venn diagrams to understand and</li> </ul>

Essential Components	Scientifically Based Reading Research	Wisconsin Performance Standards	<i>Examples of Grade-Level Accomplishments</i> (Hiebert, et al., 1998; Kame'enui & Simmons, 2001; Snow, et al., 1998; )
	<p>1982).</p> <p>Summarization helps readers integrate ideas, generalize from text, and improve recall (Armbruster, Anderson, &amp; Ostertag, 1987; Brown, Day, &amp; Jones, 1983; Rhinehart, Stahl, &amp; Erickson, 1986).</p> <p>Content of meaning is influenced by the text and by the contribution of the reader's prior knowledge (Anderson &amp; Pearson, 1984; Dole, Valencia, Greer, &amp; Wardrop, 1991; Hansen &amp; Pearson, 1983; Newman, 1988; Rumelhart, 1980)</p> <p>Elaborative interrogation encourages readers to orient to their prior knowledge as they read (Martin &amp; Pressley, 1991; Pressley et al. 1992).</p> <p>Extensive reading of high quality, information-rich texts builds prior knowledge (Stanovich &amp; Cunningham, 1993).</p> <p>Imagery training improves student's memory and inferential reasoning about written text (Borduin, Borduin, &amp; Manley, 1994; Levin &amp; Divine-Hawkins, 1974; Pressley, 1976; Shriberg, Levin, McCormick, &amp; Pressley, 1982).</p> <p>Teaching a combination of reading comprehension techniques is most effective (NRP Report, 2000).</p> <p>Reciprocal teaching is an effective combination of reading comprehension strategies (Kelly, Moore, &amp; Tuck, 1994; Lysynchuk, Pressley, &amp; Vye, 1990).</p> <p>Active, purposeful readers use comprehension strategies to increase reading comprehension (Allington, 2001; Harvey &amp; Goudvis, 2000; Pressley, 1998; Pressley, et al., 2001).</p> <p>Teaching students to acquire and use strategies may require altering traditional approaches to strategy instruction (Bramlett, 1994; Duffy, 1993; Pressley, 1998).</p>		<p>explain text.</p> <p>By the end of second grade, students will:</p> <ul style="list-style-type: none"> <li>• Read nonfiction materials for answers to specific questions or for specific purposes.</li> <li>• Interpret information from diagrams, graphs, and charts.</li> <li>• Connect and compare information across fiction and nonfiction texts.</li> <li>• Answer and ask questions about fiction and nonfiction texts.</li> <li>• Understand elements of story structure such as problem, characters, setting, events, and resolution.</li> <li>• Understand a range of nonfiction text structures such as cause/effect, exemplification, and chronological order.</li> <li>• Use timelines, simple charts and graphs, and other graphic organizers to understand and explain text.</li> </ul> <p>By the end of third grade, students will:</p> <ul style="list-style-type: none"> <li>• Summarize major points from fiction and nonfiction texts.</li> <li>• Respond to text with oral presentations, book reports, journal writing, and dramatization.</li> <li>• Discuss themes of texts.</li> <li>• Examine hypotheses and perspectives of text.</li> <li>• Use and develop story maps and concept maps to understand text structure.</li> <li>• Apply and use a range of graphic organizers to understand and explain text.</li> </ul>

### ***1.B.ii. Relationship between Scientifically Based Reading Research and Plans and Activities for Improving K-3 Reading Instruction***

This section explains how Wisconsin will apply scientifically based reading research (SBRR) to all required Wisconsin Reading First activities. All activities are based on the following five key ideas:

1. Core reading programs based on SBRR along with additional reading interventions for students who continue to struggle can teach all students to read by the end of third grade.
2. Systematic, explicit instruction is more effective for teaching phonemic awareness, phonics, vocabulary development, fluency, and comprehension strategies than loosely structured programs.
3. Data driven instruction based on reliable and valid screening, diagnostic, and progress monitoring instruments yields practices that effectively address students' reading needs.
4. Reading instruction is most effective when leadership knowledgeable about SBRR provides consistency of response to teachers' and students' needs.
5. High quality professional development opportunities that are linked to classroom application improve students' reading achievement.

The following sections present principles of SBRR that are woven throughout Reading First and describe how those principles shape Wisconsin's Reading First plan.

#### **Scientifically Based Reading Research Applied to Instructional Materials and Programs**

All LEAs/schools must use *A Consumer's Guide to Evaluating a Core Reading Program-Grades K-3: A Critical Elements Analysis* (Simmons & Kame'enui, 2003) available online at [http://reading.uoregon.edu/con\\_guide.php](http://reading.uoregon.edu/con_guide.php). This tool addresses:

1. evidence of program efficacy established through carefully designed experimental studies;
2. how the program reflects current and confirmed research in reading;
3. whether the program provides explicit, systematic instruction in the primary grades (K-3) in the following dimensions:
  - phonemic awareness (grades K-1)
  - phonics
  - decoding
  - word recognition
  - spelling
  - vocabulary
  - comprehension (listening and reading)
  - writing
  - oral and written language; and
4. whether the program was tested in schools and classrooms with similar demographic and learner profiles.

In addition to the required use of criteria in the consumer's guide, Wisconsin also includes a list of recommended core reading programs (See section 1.D.iii) and a list of recommended supplemental and intervention materials (See section 1.d.iv). LEAs and schools are encouraged to use these recommended lists to facilitate their selection of materials.

Evaluation of comprehensive programs should focus on the content shown below.

**Phonemic awareness** instruction includes activities that ask children to identify phonemes, categorize phonemes, blend phonemes to build words, segment words into phonemes, delete or add phonemes to form new words, and substitute phonemes to form new words. The instruction should focus on blending and segmenting and use the letters of the alphabet to assist students in their manipulations.

The **phonics instruction** included in comprehensive reading programs should follow a planned sequence of letter-sound relationships. The programs must include specific instructions about how teachers are to teach those relationships. Effective phonics programs provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.

Comprehensive reading programs must dedicate sufficient amounts of activity to the development of **fluency**, or the ability of children to read connected text accurately, quickly, and with expression. Programs should recommend techniques such as: repeated and monitored oral reading; modeled fluent reading; and the use of audiotapes, tutors, and peer guidance to increase fluency practice. Teachers' manuals in comprehensive programs should alert teachers to the importance of: 1) having students exhibit accurate reading before they begin rereading to develop fluency and 2) of using materials in which the readers are approximately 95% accurate.

Comprehensive reading programs that include effective **vocabulary instruction** will suggest ways that enhance students' ability to learn vocabulary indirectly through activities such as conversations with adults, by being read to, and through reading extensively on their own. Directions in both the teacher and student materials will provide activities for teaching specific words. Teachers' guides will advocate activities such as: teaching specific words before reading; extended instruction that requires learners to work actively with the new words; and repeated exposures to new vocabulary in different contexts. Comprehensive reading programs must teach word learning strategies.

To be consistent with scientifically based reading research, **comprehension instruction** in comprehensive programs must help readers use specific comprehension strategies such as monitoring comprehension, using graphic and semantic organizers, generating questions, recognizing story structure, and summarizing. Effective comprehension activities teach children to use these strategies flexibly and in combination. Teachers' guides need to show teachers how to use questioning techniques, explicit teaching techniques, and cooperative learning to enhance students' comprehension (National Reading Panel, 2000; CIERA 2001).

In considering the scientific research base of comprehensive reading programs, there must be a rigorous review of instructional design as well as a review of the content. Instructional design focuses on how the program components are organized and how the lessons are arranged. It is also important for comprehensive programs to include sufficient practice material and practice exercises to promote fluency on a daily basis.

WDPI will use subgrant selection procedures that will result in LEAs and schools using reading programs that support the teaching of the five essential components of reading, promote teacher use of explicit instructional strategies, exhibit a coordinated instructional sequence, and have ample student practice that is aligned with instruction. LEAs will be required to implement instructional programs that are based on scientifically based reading research and meet rigorous review standards.

See sections 1.D.iii and 1.D.iv for elaboration of the criteria and an explanation of how Wisconsin will determine if the instructional programs and strategies selected by applicants are scientifically based and appropriate for use under Reading First.

### **Scientifically Based Reading Research Applied to Selection and Use of Instructional Strategies**

As part of all Reading First activities, Wisconsin will adhere to the research as detailed in the National Reading Panel report. All state-level guidance related to selection of instructional strategies will be based on SBRR.

All Reading First subgrantees will be required to describe how each of the five essential components of effective reading instruction will be included in their instructional practices as part of the subgranting application process. The purpose of this requirement is to ensure that all subgrantees develop reading programs based on SBRR and that they will accomplish the goals of the Wisconsin Reading First plan.

Greater intensity and duration of instruction is required for struggling readers in order to provide opportunities for direct instruction by the teacher. Intensity of instruction will be increased by reducing teacher student ratios and by requiring funded schools to schedule an uninterrupted reading block of at least 120 minutes. The Wisconsin *Student Achievement Guarantee in Education* (SAGE) program provides funding to reduce K-3 class size to a ratio of 1:15 for many schools eligible for Reading First funds. Reading instruction will include several levels of instructional intensity, large group, small skill groups of 3-7 members, and one-on-one instruction, depending upon each student's progress as shown on diagnostic and progress monitoring assessments. Preventive programs will focus on the children who are most in need of special instruction. Students at risk for reading failure will be identified during the kindergarten year or early first grade so that preventive work may begin as early as possible.

Programs that supplement regular classroom reading instruction should be directly coordinated with classroom instruction. All reading instruction should be coordinated to maximize student success. Conflicting and uncoordinated approaches will be eliminated. Remedial efforts, such as those provided under Title 1, will support regular classroom efforts.

Instruction for struggling readers will be based on SBRR. For example, the comprehension strategies identified in *Put Reading First: the Research Building Blocks for Teaching Children to Read* will be incorporated in classroom instruction. Comprehension strategies will be used flexibly and in combination, e.g., reciprocal teaching.

### **Scientifically Based Reading Research Applied to Diagnostic, Screening, Progress Monitoring and Outcome Instruments**

All districts and schools funded under Reading First will use screening, diagnostic and progress monitoring assessments to inform local instructional decision making. At the state level, Wisconsin will use outcomes assessments to measure progress in reading performance. Wisconsin used the *Analysis of Reading Assessment Instruments for K-3* (Kame'enui, 2002) as guidance in selecting valid and reliable assessments. This report is designed to provide state educational agencies and local educational agencies assistance on the selection and use of reading assessment instruments for kindergarten through grade 3. The report was developed as part of the work of the Institute for the Development of Educational Achievement (IDEA) in the College of Education at the University of Oregon.

Wisconsin's screening, diagnostic, and progress monitoring assessments are rigorous with proven validity and reliability. These assessments measure progress in the five essential components of reading instruction and identify students at risk for failure and students who are experiencing reading difficulty. The Wisconsin Assessment Committee reviewed these assessments based upon criteria of evidence.

In order to evaluate the suitability of assessment instruments that measure reading ability, the assessment committee adapted the Criteria to Evaluate Reading Measure Evidence Worksheet as shared at the September 13, 2002 Reading First Workshop in San Francisco, Developing a Framework for Reading First Assessments.

The following table provides the common core of assessment instruments selected for Wisconsin's Reading First program.

## WI READING FIRST COMMON CORE ASSESSMENT INSTRUMENTS

<b>A.</b>	<p><b>OUTCOME MEASURES:</b> SEA &amp; LEA Required Evaluations</p> <p><i>*TerraNova Reading Test</i> – CTB McGraw/Hill Grades 1, 2 and 3</p> <p><i>*Early Reading Diagnostic Assessment (ERDA-R)</i> – Harcourt Educational Measurement Grade K Five outcomes for five essential components of reading Grades 1, 2, and 3 Fluency &amp; Phonemic Awareness</p> <p><i>Wisconsin Reading Comprehension Test (WRCT) Primary Reading at Grade 3</i> March Administration Reading Comprehension, Prior Knowledge, &amp; Reading Strategies</p>
<b>B.</b>	<p><b>PROGRESS MONITORING MEASURE:</b> LEA Required Use</p> <p><i>*Early Reading Diagnostic Assessment (ERDA-R)</i> – Harcourt Educational Measurement Grades K-3</p>
<b>C.</b>	<p><b>SCREENING MEASURE:</b> LEA may select the following instrument for screening purposes <i>within 1<sup>st</sup> two months of school start</i></p> <ul style="list-style-type: none"> <li>▪ <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i> – Inst for Develop of Educational Achievement at U of OR</li> </ul>
<b>D.</b>	<p><b>DIAGNOSTIC MEASURES:</b> LEA may select from the following instruments for diagnostic purposes <i>as needed – at least twice a year</i></p> <ul style="list-style-type: none"> <li>▪ <i>Early Reading Diagnostic Assessment (ERDA-R)</i> – Harcourt Educational Measurement</li> <li>▪ <i>Qualitative Reading Inventory 3(QRI-3)</i> – AW-Longman</li> </ul>

*Recommended instrument is aligned with statewide tests of reading (gr 3-8,10)*

\*Dependent upon sole-source approval.

All schools participating in Wisconsin Reading First will be required to administer the common outcome and progress monitoring measures (A and B above). LEAs and schools will also use the classroom-based screening (C above) and diagnostic assessments (D above).

Documenting student reading achievement makes it possible for teachers to provide optimum reading instruction for all students. Educators receiving Reading First funding must be aware of what students know and don't know so they can scaffold their instruction and assist students to improve their reading performance.

**SCREENING:** Identifying Need for Support (*Within First Two Months of the School Year*)

**DIAGNOSTIC:** Validating Need for Instructional Support Planning & Implementing Instructional Support (*As Determined by Student Need During the School Year – at least twice*)

**PROGRESS MONITORING:** Reviewing Outcomes for Individuals (Fall, Spring)

**OUTCOMES:** Reviewing Outcomes for Schools and Systems

*Individuals: Summarize progress monitoring results by school, LEA, and WI.*

*Groups: Administration of TerraNova Reading for 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> grade*

*WI Reading Comprehension Test at Grade 3 (March) for statewide comparisons.*

## Test Reliability and Validity

The technical features were evaluated by the WI RF reviewers and assessment committee for each of the instruments considered. The following section describes reliability and validity administration for each of the selected instruments.

### Reliability and Validity of *TerraNova* Reading Assessment published by CTB/McGraw-Hill

Wisconsin has used the CTB/McGraw-Hill *TerraNova* test annually since 1997 to assess the reading achievement of students in grades 4, 8, and 10. Substantial documentation exists in favor of the validity of using *TerraNova* test scores for assessing both individual student achievement and program effectiveness. In particular, there are strong arguments for the content and construct validity of the *TerraNova* test.

A test has content validity to the extent that it is aligned with what is actually taught in the classroom. Evidence in support of *TerraNova* content validity includes:<sup>1</sup>

- content that reflects Wisconsin standards and curricula
- test layout and format that parallel classroom and real-life materials
- teacher and student input about clarity and appropriateness of material
- bias-reduction studies

In addition, the Wisconsin Department of Public Instruction and CTB/McGraw-Hill conducted alignment studies in 1998 in 2002 that found 100% alignment between *TerraNova* test items and Wisconsin's *Model Academic Standards* in Reading.<sup>2</sup>

Construct validity refers to the extent to which tests measure the psychological traits they claim to measure. This can be inferred from correlations in test scores for related traits, and, conversely, lack of correlations in test scores for unrelated traits. CTB/McGraw-Hill reports correlation patterns both among *TerraNova* subsections and between the *TerraNova* and the *Test of Cognitive Skills*, Second Edition (TCS/2).<sup>3</sup> High construct validity for the *TerraNova* can be inferred from the higher relationship between Reading and Language, for example, than between either Reading or Language and Mathematics. Likewise, the Sequences subsection of the TCS/2 shows the highest correlation with *TerraNova* Math scores, and the lowest with Spelling.

Information about the *TerraNova* test is consistent with high content and construct validity. The *TerraNova* is significantly aligned with Wisconsin's Model academic standards and shows logically consistent correlation patterns both within its own subsections and also with the TCS/2. This makes it an appropriate tool for inferring student achievement and program effectiveness.

Technical qualities essential for validity documented for this test:

- High reliability and low standard errors of measurement
- High inter-rater reliabilities for Multiple Assessments
- Accurate scaling of both selected-response and constructed-response items
- Appropriate difficulty levels
- Minimal floor and ceiling effects
- Tests timed to measure power, not speed
- Current, stratified, nationally representative norms (1997-2002 WKCE)

Evidence of criterion-related validity:

- Studies to obtain relationships with the National Assessment of Educational Progress (NAEP), Third International Mathematics and Science Study (TIMSS), and the ACT and SAT college entrance exams

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<sup>1</sup> *TerraNova* Technical Bulletin 1 (CTB/McGraw-Hill), 33.

<sup>2</sup> Wisconsin Knowledge and Concepts Examinations: An Alignment Study at Grades 4, 8, and 10 (CTB/McGraw-Hill).

<sup>3</sup> *TerraNova* Technical Bulletin 1 (CTB/McGraw-Hill), 74.

Evidence in support of construct validity:

- Construct statements that describe the skills, concepts, and processes that each test is intended to assess
- Correlations among *TerraNova* subtests and academic abilities measured by TCS/2showing convergent and discriminant validity
- Relationship of assessment to Thinking Skills Framework
- Minimization of construct irrelevant variance and construct under-representation
- Criterion-referenced standard setting
- Appropriate growth in scale scores and raw scores
- Guidelines for appropriate test administration and use of test scores, including for students with special needs

## **Wisconsin Reading Comprehension Test (WRCT)**

### **Primary Reading at Grade 3**

This statewide measure of reading comprehension has been developed by WDPI with contractor assistance since the mid-1980's. Technical information for the WRCT is provided earlier in the grant in section *I.A.iii*.

## **Early Reading Diagnostic Assessment (ERDA-R)**

published by Psychological Corporation-A Harcourt Assessment Company

The Early Reading Diagnostic Assessment (ERDA-R) has been selected as the required outcome and progress tracking measure for Grades K-1 for all five essential components of reading, as well as for Grades 2 & 3 for fluency and phonemic awareness. ERDA-R will also be the required measure for classroom-based progress monitoring across K-3. These data, used in combination with other locally selected assessments, will serve to monitor growth throughout the academic year in each of the essential components of reading. Assessment results will inform instruction, and help teachers carry out appropriate intervention with students, especially struggling students who continue to show at risk reading behaviors. ERDA-R summary data will also be collected at the state level and will be used in the formal evaluation process. As *ERDA-Second Edition* becomes available in July 2003, it will include enhanced measures of oral fluency and vocabulary. Optional web-based reporting capabilities for aggregation and disaggregation purposes will also be available.

ERDA-R has high level of technical quality in terms of validity and reliability.<sup>4</sup> The instrument was developed with rigorous standards and is representative of K-3 students across the U.S. using the 1998 census data. As such, the proportions of students selected in the samples are representative of each demographic group. The variables of grade, gender, race/ethnicity, geographic region, and parent education were carefully considered. The standardization samples were drawn from both public and private school settings, and also included students having a learning disability, a speech/language impairment, or an emotional disturbance. English language learners were tested only if they could speak and understand English.

In the test development process raw scores were converted to ERDA-R percentile ranges. In a test, normative information about a student's performance is obtained by converting the raw score into a percentile score. While the percentile ranges can be represented in many ways, the correspondence was made between the percentile range and the student's classification of Emerging (K only), Below Basic, Basic, or Proficient. Students whose scores fall Below Basic are at risk of not meeting grade level expectations for reading proficiency without substantial instructional intervention. Students who fall within the Basic range can be expected to achieve grade-level proficiency with good instruction and

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<sup>4</sup> *ERDA-R* Technical Manual (The Psychological Corporation-A Harcourt Assessment Company), 2002.



adequate intervention. ERDA-R student profiles can thus be used as part of the ongoing classroom-based progress monitoring process.

As discussed above, validity refers to the ability of a test to measure the constructs it was designed to measure. Evidence of the validity of test interpretations should be based on information accumulated from numerous and diverse studies. The evidence for the validity of ERDA-R shows the following conclusions:

- Content Validity-ERDA-R subtests have internally consistent, content-representative sets of items from which significant gender bias and ethnic bias have been removed. Each resulting subtest is content-homogeneous, which is an essential goal of test construction.
- Construct-Related Validity-Each ERDA-R subtest was designed to measure achievement in at least one curriculum domain. Evidence includes inter-correlations among the subtests, developmental differences between groups, and correlations between ERDA-R and other achievement tests.
- Criterion-Related Validity-The independent criteria used for validity studies of ERDA-R include scores on other achievement tests (both individually administered and group-administered), grades in school, and diagnostic classifications such as learning disabled, gifted, and ADHD. For the correlations carried out, 68% of the scores fell within 1 standard deviation of the subtest mean.

The reliability of a test refers to the consistency and stability of its scores. ERDA-R test developers studied these features in the following ways:

- Measures of Internal Consistency-
  - Coefficient alphas range in value from 0 (no consistency) to 1 (perfect consistency). ERDA-R coefficient alpha values ranged from .44 for *Listening Comprehension* to .98 for *Word Reading*. The ranges for most of the subtests fell into acceptable levels of moderate to high internal consistency.
  - Split-Half Reliability correlations resulted from taking the scores from half of the items and comparing them to the scores from the remaining half. Values range from 0 (no consistency) to 1 (perfect consistency). Subtest coefficients ranged from .68 for *Vocabulary* to .99 for *Word Reading*. Most of the coefficients reflected strong values.
- Test-Retest Reliability-The stability of ERDA-R test scores was studied over time. Means and standard deviations of the scores from the first and second testings were calculated along with the stability coefficients between the two scores. ERDA-R subtest scores showed adequate stability across time. Across all the subtests, the differences in scores between the first and second testing were relatively small, and consistently less than one standard deviation.
- Interscorer Agreement-Two studies to assess interscorer agreement were conducted, one for *Reading Comprehension* and one for *Story Retell*. Interscorer agreement for in the first test showed correlations between pairs of scores of .97 for Grade 1, .98 for Grade 2, and .98 for Grade 3. *Story Retell* scores showed a correlation of .96 between pairs at the Kindergarten level.

In summary, the technical data for validity and reliability of ERDA-R support the use of this instrument as both the required outcome measure Grades K & 1 for all five essential components, as well as for Grades 2 & 3 for fluency and phonemic awareness. The data also support the use of ERDA-R as the required instrument across K-3 in classroom-based progress monitoring.

## Qualitative Reading Inventory (QRI-3)

published by Addison Wesley Longman

The *Qualitative Reading Inventory-3* (Leslie & Caldwell, 1990; 1995; 2001) is designed to determine a student's instructional reading level, reading strengths, and areas where instruction is needed. Therefore, the *QRI* has four areas of appropriate use. Below are listed the four areas of appropriate use, and the relevant reliability and validity evidence that the use is appropriate.

The *QRI* contains word lists, and passages that can be used to determine a student's word recognition on lists, oral reading of graded passages, retelling of passages, and comprehension as measured by explicit and implicit questions. Prior knowledge assessments are available prior to a student reading a passage. These scores can be used to interpret differences in comprehension scores.

Use of the QRI to identify a student's instructional reading level. The instructional reading level is defined as the highest readability of text on which the child can obtain at least a 90% oral reading accuracy, a 95% semantic acceptability, and 70% comprehension.

### *Reliability*

The *QRI* results are scored by examiners so analysis of prior knowledge scores, oral reading miscues and answers to comprehension require judgment. Therefore, interscorer reliability is required. That is, can two independent examiners score the same answers the same? The agreement reached between 2 independent scorers on the prior knowledge scorers of 304 concepts was 98% (*QRI-3* p. 436). When a student reads orally the examiner must identify deviations from the text, i.e., miscues, and judge whether or not they change the meaning of the text. Reliability of total miscues and meaning change miscues [used to determine the percent of miscues that were semantically acceptable] were .99. The students are asked questions to assess comprehension. The reliability of scoring of answers to comprehension questions was .98 for both explicit and implicit questions (Leslie & Caldwell, 1989).

This form of reliability examines how close a score is to the student's *true score*. Because the *QRI* is a criterion-referenced test students are not given material that is significantly beyond their reading ability. Therefore, the amount of variance is reduced, so instead of traditional measures of reliability based on normal distributions, the *standard error of measurement* (SEM) is used. Table 16.5 of the *Qualitative Reading Inventory-3* (2001) presents the SEM of comprehension scores for all passages. Chapter 16 of the *QRI-3* manual recommends giving students 2 passages from the same level in order to determine a reliable instructional reading level.

This measure is used to determine the consistency with which an instructional level would be the same if two of the same genre were used. The reliability of the comprehension scores on two passages at the same readability level were examined using  $K^2$  (Crocker & Algina, 1986, p.203) which is the magnitude of the discrepancy of misclassification in judging the reliability of the decision. In our case the question is "how close are the two comprehension scores to the cut-off score of 70% for instructional level? The degree of consistency in comprehension scores on two passages of the same readability was always above .80, and 75% were above .90. Furthermore, we estimated the reliability of our instructional level decisions based on comprehension scores. The decision percentages ranged from 71% to 84%. Therefore, over 70% of the time the same instructional level would be obtained independent of the passage chosen, as long as the same genre was used. It should be noted however, that some of the pre-primer passages include pictures and others do not. For the beginning reader, one cannot assume that the same instructional level would be obtained if pictured and non-pictured passages are compared because beginning readers rely heavily on picture clues. Oral reading accuracy was greater on pictured narrative passages (mean = 90%) than non-pictured narrative passages (mean = 83%), a statistically significant difference. No differences were found between comprehension of pictured vs. non-pictured passages at the preprimer level.

### *Validity*

Concurrent validity is the relationship between two scores on assessments given close to each other in time. This is the type of validity most appropriate for achievement tests. Table 16.6 of the *QRI-3* manual presents the correlations within grade level between students' instructional reading level on the *QRI* and their achievement on norm-referenced tests. The correlations were all positive and statistically significant:

Grade 1	.86
Grade 2	.65
Grade 3	.48 and .61 [different forms of the Wisconsin Third Grade Reading Test]
Grade 4	.66
Grade 8	.52

Construct validity is determined by a constellation of data. The construct that is measured [reading ability in our case] should be internally consistent, distinguishable from other constructs [such as intelligence, or math achievement], and related to similar constructs [e.g., reading comprehension as assessed by another instrument]. We examined the correlations between word identification on the word lists, oral reading accuracy on passages, semantic acceptability of oral reading of passages, and reading rate [in words per minute]. For students with instructional reading levels at or below 2<sup>nd</sup> grade these variables were highly correlated. Word identification in a story was also significantly correlated with comprehension through a first grade instructional reading level. Beyond 1<sup>st</sup> grade there appears to be factors other than word identification at work. That is, students could read a passage accurately enough to meet the oral reading accuracy criteria for instructional reading level, but not meet the criteria for comprehension.

Use of the QRI to identify if a child's instructional reading level is below grade level. If the child's instructional reading level is below the child's current grade placement, then the instructional reading level is below grade level. All of the reliability measures cited above are appropriate here also.

Use of the QRI to identify the areas of reading in which the child is having difficulty. Which criteria for instructional reading level did the child not meet? Specifically, when the level of passage became too difficult for the student [thereby not meeting the criteria for instructional reading level] which area(s) didn't meet the criteria for instructional reading level?

### *Reliability*

Two judges independently scored data from 108 children to determine the reliability of diagnostic judgments. The following data were available for all students: current grade placement, percent accuracy on word lists, percent oral reading accuracy on all passages read orally, and comprehension on all passages read. Judgments were made within type of text, i.e., narrative or expository. The judges classified the student's difficulties in reading as "word recognition" or "comprehension" within text types. The judges agreed on the diagnostic category of the student's abilities 87% of the time.

### *Validity*

We analyzed whether the comprehension scores of students whose word lists scores were higher or lower than their instructional reading levels [good word identifiers vs. poor word identifiers] would be predicted by similar or different variables. The comprehension scores of good word identifiers with instructional levels of 2<sup>nd</sup> and 3<sup>rd</sup> were predicted by text type [narrative vs. expository]. The comprehension scores of good word identifiers with instructional levels of 4<sup>th</sup> – 6<sup>th</sup> grade were predicted by prior knowledge scores. Therefore, there appears to be developmental and individual differences in the factors that influence student's comprehension scores.

Beginning readers are more often exposed to narrative compared to expository text, and the differences in students' comprehension of them are apparent on the *QRI*. Students reading at preprimer, primer, first and second grade levels reliably comprehend narrative text better than expository texts (Leslie & Caldwell, 1989, p.416). Students above those reading levels reliably retell stories better than exposition, but comprehension differences are not always evident. It is recommended that when materials are used to judge growth or change in student's reading level, that the same genre should be used at pretest and posttest.

Use of the *QRI* to assess a student's growth in the level of materials the child can read with at least 90% accuracy, 95% semantic acceptability, and 70% comprehension. That is, the *QRI* can be used to determine a change in the student's instructional reading level as long as pretest and posttest use the same genre. A number of published studies have used the *QRI* to document growth in reading based on a type of instructional program or intervention. The following articles used the *QRI* to measure growth.

#### *QRI word lists*

- Dahl, K.L., Scharer, P. L., & Lawson, L.L. (1999). Phonics instruction and student achievement in whole language first-grade classrooms. *Reading Research Quarterly*, 34, 312 – 341.
- Hoffman, et al. (2001). Text leveling and “little-books” in first-grade reading. *Journal of Literacy Research*, 33, 507-528.

#### *QRI passages*

- Abbott, S.P., & Beringer, V.W. (2000). It's never too late to remediate: Teaching word recognition skills to students with reading disability in Grades 4 – 7. *Annals of Dyslexia*, 49, 223-250.
- Duffy, A.M. (2001). Balance, literacy acceleration, and responsive teaching in a SS Literacy Program for Elementary grade struggling readers. *Reading Research and Instruction*, 40, 67 – 100.
- Johnson-Glenberg, M.C. (1999). Training reading comprehension in adequate decoders/ poor comprehenders: Verbal vs. visual strategies. *Journal of Educational Psychology*, 92, 772 – 782.
- Leslie, L. & Allen, L. (1999). Factors that predict success in an early literacy intervention program. *Reading Research Quarterly*, 34, 404-424.
- Milen, S.K. & Rinehart, S.D. (2000). Some of the benefits of reader's theater participation for 2<sup>nd</sup> grade Title I-students. *Reading Research and Instruction*, 39, 71-88.
- Montali, J. & Lewandowski, L. (1996). *Journal of Learning Disabilities*, 29,
- Stahl, S.A., Pagnucco, J.R., & Stuttles, C.W. (1996). First graders' reading and writing instruction in traditional and process oriented classrooms. *Journal of Educational Research*, , 131-144.
- Worthy, J. & Invernizzi, M. A. (1995). Linking reading with meaning. *Journal of Reading Behavior*, 27, 585 – 603.

## Test Features

The following chart outlines the major features of Wisconsin's Reading First screening instrument from C above.

### *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*

– Harcourt Educational Measurement

Feature	<i>DIBELS</i> *
<b>ADMINISTRATION</b>	<ul style="list-style-type: none"> <li>Individually administered: 7 subtests</li> <li>Standardized administration</li> <li>Administration time: 1-3 minutes per subtest</li> <li>Administration focused on fluency of responses within a specific time limit</li> </ul>
<b>SCORING</b>	<ul style="list-style-type: none"> <li>DIBELS benchmarks grounded in previously-developed assessments and field tests</li> </ul>
<b>DEVELOPERS</b>	<ul style="list-style-type: none"> <li>Dr. Roland Good III, <i>University of Oregon</i></li> <li>Dr. Ruth Kaminski, <i>U of Oregon</i></li> </ul>
<b>TECHNICAL QUALITY</b>	<ul style="list-style-type: none"> <li><u>Alternate Form Reliability</u>: .72 (<i>K initial sounds fluency</i>) to .94 (<i>Gr 2 oral reading fluency</i>)</li> <li><u>Concurrent validity</u>: .36 (<i>initial sounds fluency</i>) to .54 (<i>phonemic segmentation fluency</i>)</li> </ul>
<b>OTHER INFORMATION</b>	<ul style="list-style-type: none"> <li>Training sessions provided by contracted training consultants</li> </ul>

*\*DIBELS is a free assessment available from the University of Oregon.*

The following charts outline the major features of Wisconsin's Reading First diagnostic instruments from the short list under D above.

### *Early Reading Diagnostic Assessment (ERDA-R)*

– Psychological Corporation-A Harcourt Assessment Company

Feature	<i>ERDA-R</i>
<b>ADMINISTRATION</b>	<ul style="list-style-type: none"> <li>Individually administered: <i>screener &amp; subtests -average time:</i> <i>required screener- 15-20 minutes per child</i> <i>required subtests- 30 minutes per child</i> <i>optional subtests- 20-30 minutes per child</i></li> <li>Standardized administration</li> </ul>
<b>SCORING</b>	<ul style="list-style-type: none"> <li>Raw scores converted into fall &amp; spring percentile ranges by grade</li> <li>Percentile ranges have 3 ranges: Below Basic, Basic &amp; Proficient (Kindergarten reports Emerging for Below Basic)</li> </ul>
<b>DEVELOPERS</b>	<ul style="list-style-type: none"> <li>Jennifer Leigh Brown, <i>Research Analyst</i></li> <li>John Trent, <i>Research Analyst</i></li> <li>Dr. R. Rosalie Jordan, <i>Senior Research Director, The Psychological Corporation, a Harcourt Assessment Company</i></li> </ul>

Feature	<i><b>ERDA-R</b></i>
<b>TECHNICAL QUALITY</b>	<ul style="list-style-type: none"> <li>• <u>Average Reliability</u>: of Subtests by Grade .88, .89, .87, .85 (K-3 respectively)</li> <li>• <u>Validity</u>: Subtests Word Reading, Reading Comprehension, &amp; Target Words correlate greater than .80 with Reading Composites of SAT 9 and MAT 8</li> </ul>
<b>OTHER INFORMATION</b>	<ul style="list-style-type: none"> <li>• Optional web-based reporting system for aggregation/disaggregation</li> <li>• Training sessions available through training consultants</li> <li>• Results can be correlated to state standards</li> <li>• Addresses all five essential components of reading including: <ul style="list-style-type: none"> <li>• Letter Recognition at kindergarten</li> <li>• Phonological Awareness at K-1</li> <li>• Reading &amp; Listening Comprehension at grades 1, 2, 3</li> </ul> </li> </ul>

<http://www.hbem.com/trophy/esea/ERDA-RFactSheet.htm>

### ***Qualitative Reading Inventory (QRI)***

–Addison Wesley Longman

Feature	<i><b>QRI</b></i>
<b>ADMINISTRATION</b>	<ul style="list-style-type: none"> <li>• Individually administered: <i>Average time varies: Three subtest: Word-Identification Tests, Prior-Knowledge Assessment Tasks, Measures of Comprehension</i></li> <li>• Oral &amp; silent administration</li> </ul>
<b>SCORING</b>	<ul style="list-style-type: none"> <li>• Raw scores converted into reading level scores</li> </ul>
<b>DEVELOPERS</b>	<ul style="list-style-type: none"> <li>• Lauren Leslie, <i>Marquette University, WI</i></li> <li>• JoAnne Caldwell, <i>Cardinal Stritch University, WI</i></li> <li>• <i>Published by Addison, Wesley, Longman (2001)</i></li> </ul>
<b>TECHNICAL QUALITY</b>	<ul style="list-style-type: none"> <li>• <u>Inter-Rater Reliability</u>: .98 range; Alternate form-.90 range</li> <li>• <u>Validity</u>: Criterion-related validity assessed using Woodcock Reading Mastery (revised)</li> </ul>
<b>OTHER INFORMATION</b>	<ul style="list-style-type: none"> <li>• Diagnostic information provided that guides instruction</li> <li>• Results can be correlated to state standards</li> <li>• Addresses Word Recognition &amp; Reading Comprehension at K-3 &amp; higher</li> <li>• Multiple measures of reading performance can be obtained to guide instruction and plan interventions</li> </ul>

## **Scientifically Based Reading Research Applied to Leadership**

Improvement in reading instruction is dependent upon strong leadership. Each participating LEA is required to designate a Reading First coordinator, preferably someone who is qualified for a 317 (Reading Specialist) license. The job description for this individual must designate the percentage of time assigned to Reading First activities and must include an organizational chart detailing the decision-making authority for Reading First action. (See LEA rubric in Appendix A). The Wisconsin Reading First proposal requires LEAs to ensure that the district leadership teams, which include curriculum coordinators, reading specialists, building principals, special education directors, and school building Reading First coordinators, will participate in SEA-planned professional development. Because these team members have important roles in shaping Wisconsin's Reading First initiative at the local level, leadership team members will participate in the reading academy, and regional reading institutes.

Each participating school will be required to designate a school building Reading First coordinator, preferably an individual with a 316 (Reading Teacher) or 317 (Reading Specialist) license. These individuals must have sufficient time and expertise to provide instructional leadership in their building, have clear duties and responsibilities, provide training for building staff, and have sufficient authority to implement activities assigned to Reading First. (See school building rubric, Appendix A).

Local leadership teams will be expected to support their teachers by providing ongoing mentoring at the school building level. Team members will work cooperatively with professional outside consultants such as INSIGHT or WDPI staff. These individuals will be knowledgeable about SBRR will help teachers implement high quality reading instruction. Additionally, the leadership team members will monitor classroom progress as they support teachers.

District leaders and school principals will also have access to technical support from the SEA. Members of the New Wisconsin Promise Reading Leadership Team, the state Reading First Coordinator and SEA monitoring staff (See Section 2.C and Appendix C) will serve as liaisons to funded LEAs. SEA liaisons will contact the LEA on a regular basis to monitor progress, make site visits, and provide technical assistance.

## **Scientifically Based Reading Research Applied to Professional Development**

In order to affect consistent professional development and ensure that a consistent policy and message is communicated to participating schools, WDPI will provide specific training for LEA and school building leadership. It will be expected that this training will be replicated in each participating district and school building. A chart detailing the required professional development is located in Section F, the State's Professional Development Plan.

WDPI will seek sole source approval from the Wisconsin Department of Administration to contract professional development services with INSIGHT, a professional development division of McGraw-Hill (see section 1.F.). That training may include, but will not be limited to:

- *Statewide Reading Academy for Leadership*; including Nature of SBRR, Five Essential Components, Instructional Materials, Access to print, and assessment sessions, as well as TA concerning administration of the grant. The Academy will be held for five days during the summer and will include the LEA Reading First coordinators, the school building Reading First coordinators, and two additional members of the LEA leadership team.
- *Four Regional Academies for Teachers*, three days each, to replicate instructional content from the *Statewide Reading Academy* for teachers and instructional staff from participating schools. It is expected that 600 teachers will participate in the four academies.
- *Four Distance-Learning Sessions* for teachers concerning assessment practices and data collection using SEA assessment plan. The anticipated attendance for these sessions is 600 instructional staff.
- *Four Regional Data Retreat Training Sessions* for LEA administrators, Reading First coordinators, school building Reading First coordinators, principals, and professional consultants to develop skills for conducting school and LEA data retreats, interpreting data and its implications for programming, and the process for making changes to enhance student reading achievement;
- *Early Literacy Guide* developed that focuses on the new knowledge about reading, strategies for closing the achievement gap, effective designs for professional development, and assessments to improve instruction;
- *Reading First* web site to be developed.

All SEA sponsored Reading First training will be accessible to additional LEA and school staff as space permits. However, only those participants in Reading First Districts will be funded through this grant.

The LEA will be responsible for providing ongoing coaching for building level Reading First coordinators, as well as providing training in the alignment of Reading First with state and LEA standards, hands-on techniques in assessment, local data retreats, and coaching for schools and staff not demonstrating implementation of SBRR practices.

At the building level, comprehensive professional development programs will be supported by professional consultants, a system of mentoring through school building Reading First coordinators, strong leadership, and resources so that each teacher has access to knowledge, ideas, and materials to enhance diagnosis and instruction.

### 1.C. State Definition of Subgrant Eligibility

The following criteria describe Wisconsin's eligible districts. Many more schools are eligible than can receive funding, therefore, each eligible district (LEA) must weigh the following eligibility factors to identify only the highest priority schools that meet the criteria. The grant competition will be conducted in Summer 2003.

#### Wisconsin Reading First Eligibility Criteria

LEAs with schools that have:

- Over 30% of the 3<sup>rd</sup> or 4<sup>th</sup> grade students that are low scoring (below Proficient) or with schools that have 100+ low scoring students in Reading on the *Wisconsin Knowledge & Concepts Examinations* (WKCE) or the *Wisconsin Reading Comprehension Test* (WRCT); The highest priority schools demonstrate patterns of "low scoring" (below Proficient) on the state reading assessments over the prior four years' tests.

**AND**

- LEAs with at least 15% or more students who are from families with incomes below the poverty line (Title I eligible);

**OR**

- 6,500 children served by the eligible local educational agency are from families with incomes below the poverty line

**OR**

- Geographic regions that include Empowerment Zones or Enterprise Communities;

**OR**

- One or more of the schools are in Improvement Status (INOI).

Final awards will to the extent possible, reflect the Rural/Urban and Geographic make-up of Wisconsin's students that read below grade level.

Wisconsin has 426 school districts (LEAs) and over 1100 elementary schools. Many of the schools with K-3 enrollment do not have a statewide indicator of reading (e.g., the school has K-2 enrollment and no 3<sup>rd</sup> or 4<sup>th</sup> grade students that would participate in the statewide reading achievement examinations). In the absence of a statewide indicator, districts should use other indicators and evaluate the level of reading achievement. The enrollments were estimated based on available school-level data.



The following table describes Wisconsin's population of students reading below grade level, those in high poverty schools, and the priority pool. The snapshot is presented by geographic region (Cooperative Education Service Area (CESA)).

**Projected Eligibility for Reading 1<sup>st</sup> Grant Awards  
by Geographic Region**

CESA	Wisconsin K-3 Enrollment	Total Number of Wisconsin K-3 Schools	K-3 Enrollment in Priority Schools	Number of Priority LEAs	Estimated number of Priority Eligible Schools	Average Number of Awards per CESA	Average Numbers of K-3 Students in Grant Award Schools Year 1
<b>1</b>	80,709	340	34,457	14	147	26	6,000
<b>2</b>	39,543	198	11,869	27	54	6	1,400
<b>3</b>	5,784	45	1,545	12	15	2	275
<b>4</b>	9,685	67	1,875	8	14	3	400
<b>5</b>	14,997	98	3,221	11	21	3	500
<b>6</b>	26,999	142	5,959	12	30	5	900
<b>7</b>	22,776	106	7,981	10	35	4	800
<b>8</b>	7,104	47	1,964	11	14	3	350
<b>9</b>	9,998	70	3,671	11	22	2	350
<b>10</b>	9,893	57	2,026	8	12	2	350
<b>11</b>	13,159	71	1,366	7	8	2	400
<b>12</b>	4,652	32	1,495	8	10	2	275
<b>Total</b>	245,299	1,273	77,429	139	382	60	12,000

### 1.D. Selection Criteria for Awarding Subgrants

The WDPI will use a formal selection process involving the *Reading First Leadership Team*, outside readers, and the intra-departmental *Reading First* coordinating team. The application process will ensure that the funded *Reading First* projects support and apply scientifically based reading research and the proven instructional and assessment tools consistent with this research. Funds will support a significant increase in professional development to ensure that all teachers in eligible districts have the skills they need to teach these reading programs effectively.

Grants will be awarded on a competitive basis to LEAs who meet the following priorities:

1. Evidence of students reading below grade level: schools with Kindergarten through grade 3 enrollment with the highest numbers (100 or more) or percent of students (over 30%) not performing in the proficient or advanced level of achievement in Reading; and
2. The LEA has at least 15% or 6,500 students living in poverty and the school K-3 enrollment has 40% poverty or higher and/or 100 or more high poverty students; or
3. Geographic inclusion of: Empowerment Zones/Enterprise Communities (EZ/EC); Urban, town, rural representation; and regional representation from eligible schools in Wisconsin; or
4. One or more of the schools in the LEA is in "School Improvement" Status; and

5. The district and school(s) are committed to improvement of primary reading achievement.

Grant Proposals from eligible LEAs must meet high standards evidenced by meeting or exceeding the application criteria, and must coherently integrate:

- State-required valid and reliable outcome assessments;
- State-required progress monitoring assessment;
- Screening and diagnostic instruments from Wisconsin's short list (See Section 1.B.ii.), which were selected from the classroom-based instruments reviewed for use in Wisconsin Reading First;
- Instructional programs and aligned materials that include explicit and systematic instruction in the five essential components of reading instruction;
- Aligned professional development plan;
- Dynamic instructional leadership.

The quality of the program will be determined by an initial screening of the application and then through the external review panel. First and most important, each application must address the required components of the legislation. In addition, the review panel members will base their reviews on the benchmarks that the WDPI has developed in the technical review form.

### ***1.D.i. Schools to be Served***

Participating schools must have:

- The highest or next highest numbers of students reading below grade level, *or*
- The highest or next highest percents of students reading below grade level; **and**
- The highest or next highest numbers of poor children in the LEA, *or*
- The highest or next highest percents of poor children in the LEA, *or*
- Identification as a School in "Improvement" under Wisconsin/Title I accountability; *or*
- Represents Wisconsin's Geographic unique diversity (regional, community size, or EZ/EC); **and**
- Is committed to improvement of primary reading programs.

Due to the limited funds available, only the best proposals can be funded. Only the most eligible schools in eligible LEAs are expected to participate in the competitive grant process. The district should select which schools to include in its proposal to the state. The LEA proposal must clearly delineate the LEA selection criteria and identify schools to be served.

Each LEA that receives a competitive subgrant will receive at least the same percentage of Wisconsin's total Reading First subgrant funds as the LEA received of the total Title I, Part A funds received by all LEAs in the state for the preceding fiscal year.

## **Targeting Assistance Where the Need is Greatest**

Nearly three-quarters of the LEAs and 1,245 Wisconsin schools with K-3 enrollment may be eligible to apply for a Wisconsin Reading First grant. However, only the schools with the highest needs can be funded.

Wisconsin's elementary-level indicator for the state and federal accountability, the 2001-02 results of the WKCE at 4<sup>th</sup> grade and the statewide primary level reading measure at 3<sup>rd</sup> grade, the WRCT, were used to target the K-3 population of students estimated to be reading below grade level within the eligible LEAs. All schools eligible for the competition are eligible for Title I funds as of 2001-2002. Most of those with highest needs are Schoolwide Programs. The schools identified have the highest number or percent of K-3 students reading below grade level and have the highest numbers or percent of K-3 students in poverty or are part of a geographic region such as an *Empowerment Zone* or *Enterprise Community* or have been identified as "In Improvement" status (INOI). In addition, eligible schools are from both rural and urban settings and all regions of Wisconsin.

The following table lists LEAs that may have schools eligible to apply for Reading First, based on 2002 demographic and performance data. Some LEAs that are eligible, however, may not have schools that meet the Reading First eligibility criteria. The most current data will be used to determine eligibility as described in section 1.C.

### ***Estimated Eligible LEAs for Reading First Subgrants***

**LEAs and schools should use the most recent test results and poverty levels for their calculations.**

**See the Reading First website for the most up-to-date list of eligible LEAs.**

CESA	District
10	<b>A</b> bbotsford
05	Adams-Friendship Area
07	Algoma
04	Alma Center
04	Alma
05	Almond-Bancroft
10	Altoona
11	Amery
09	Antigo
06	Appleton Area
04	Arcadia
12	Ashland
07	Ashwaubenon
09	Athens
05	Auburndale
10	Augusta
11	<b>B</b> aldwin-Woodville Area
04	Bangor
05	Baraboo
11	Barron Area
12	Bayfield
06	Beaver Dam
	Beecher-Dunbar-Pembine
08	
03	Belmont Community
02	Beloit
03	Benton
06	Berlin Area
11	Birchwood
03	Black Hawk
04	Black River Falls
04	Blair-Taylor
10	Bloomer
08	Bonduel
03	Boscobel Area
09	Boulder Junction J1
08	Bowler
11	Boyceville Community
02	Brodhead
01	Brown Deer
10	Bruce
02	Burlington Area
12	Butternut

CESA	District
10	<b>C</b> adott Community
05	Cambria-Friesland
11	Cameron
04	Cashton
03	Cassville
11	Chetek
07	Chilton
10	Chippewa Falls Area
11	Clayton
11	Clear Lake
02	Clinton Community
08	Clintonville
04	Cochrane-Fountain City
10	Colby
08	Coleman
11	Colfax
05	Columbus
10	Cornell
08	Crandon
08	Crivitz
03	Cuba City
01	Cudahy
11	Cumberland
09	<b>D</b> C Everest Area
03	Darlington Community
02	De Forest Area
04	De Soto Area
02	Deerfield Community
02	Delavan-Darien
06	Dodgeland
03	Dodgeville
02	Dover #1
12	Drummond Area
11	Durand
10	<b>E</b> au Claire Area
09	Edgar
02	Edgerton
09	Elcho
10	Eleva-Strum
11	Elk Mound Area
11	Ellsworth Community
11	Elmwood
02	Evansville Community

CESA	District
10	<b>F</b> all Creek
03	Fennimore Community
10	Flambeau
08	Florence
06	Fond du Lac
02	Fort Atkinson
11	Frederic
	<b>G</b> alesville-Ettrick-Trempealeau
04	
02	Genoa City J2
08	Gillett
10	Gilman
10	Gilmanton
01	Glendale-River Hills
11	Glenwood City
12	Glidden
08	Goodman-Armstrong
10	Granton Area
11	Grantsburg
07	Green Bay Area
01	Greenfield
10	Greenwood
06	<b>H</b> artford J1
12	Hayward Community
06	Herman #22
04	Hillsboro
04	Holmen
06	Horicon
07	Howard-Suamico
12	Hurley
06	Hustisford
04	<b>I</b> ndependence
05	Iola-Scandinavia
03	Iowa-Grant
03	Ithaca
02	<b>J</b> anesville
02	Jefferson
02	Juda
06	<b>K</b> aukauna Area
01	Kenosha
07	Kewaunee
03	Kickapoo Area

CESA	District
04	<b>L</b> a Crosse
04	La Farge
09	Lac du Flambeau #1
10	Ladysmith-Hawkins
02	Lake Geneva J1
10	Lake Holcombe
03	Lancaster Community
08	Laona
08	Lena
06	Little Chute Area
10	Loyal
11	Luck
02	<b>M</b> adison Metropolitan
06	Manawa
07	Manitowoc
12	Maple
08	Marinette
08	Marion
06	Markesan
02	Marshall
05	Marshfield
05	Mauston
10	Medford Area
12	Mellen
04	Melrose-Mindoro
06	Menasha
08	Menominee Indian
11	Menomonie Area
12	Mercer
09	Merrill Area
02	Middleton-Cross Plains
	Milw Academy of
01	Science
	Milw Central City
01	Cyberschool
	Milw Downtown
01	Montessori
	Milw Early Developmnt
01	& Achieve
	Milw Khamit
01	Institute
	Milw Urban League
01	Academy
	Milw YW Global Career
01	Academy
01	Milwaukee
03	Mineral Point
09	Minocqua J1
07	Mishicot
10	Mondovi
02	Monroe
05	Montello
09	Mosinee
05	<b>N</b> ecedah Area
06	Neenah
10	Neillsville

CESA	District
05	Nekoosa
10	New Auburn
05	New Lisbon
06	New London
11	New Richmond
08	Niagara
03	North Crawford
06	North Fond du Lac
09	Northland Pines
12	Northwood
04	Norwalk-Ontario-Wilton
02	Norway J7
01	<b>O</b> conomowoc Area
08	Oconto Falls
08	Oconto
06	Omro
04	Onalaska
06	Oshkosh Area
10	Osseo-Fairchild
10	Owen-Withee
02	<b>P</b> almyra-Eagle Area
05	Pardeeville Area
12	Park Falls
02	Parkview
11	Pepin Area
08	Peshtigo
09	Phelps
12	Phillips
05	Pittsville
03	Platteville
11	Plum City
05	Port Edwards
05	Portage Community
03	Potosi
03	Prairie du Chien Area
11	Prairie Farm
09	Prentice
05	Princeton
07	Pulaski Community
01	<b>R</b> acine
05	Randolph
07	Random Lake
05	Reedsburg
09	Rhineland
09	Rib Lake
11	Rice Lake Area
03	Richland
05	Rio Community
06	Ripon
03	River Ridge
03	River Valley
03	Riverdale
05	Rosholt
04	Royall
11	<b>S</b> aint Croix Central

CESA	District
11	Saint Croix Falls
01	Saint Francis
05	Sauk Prairie
03	Seneca
07	Sevastopol
07	Seymour Community
02	Sharon J11
08	Shawano-Gresham
07	Sheboygan Area
11	Shell Lake
03	Shullsburg
02	Silver Lake J1
11	Siren
12	Solon Springs
11	Somerset
01	South Milwaukee
12	South Shore
07	Southern Door
03	Southwestern Wisconsin
04	Sparta Area
10	Spencer
11	Spooner
11	Spring Valley
10	Stanley-Boyd Area
05	Stevens Point Area
09	Stratford
07	Sturgeon Bay
02	Sun Prairie Area
12	Superior
08	Suring
10	<b>T</b> horp
09	Three Lakes
08	Tigerton
04	Tomah Area
09	Tomahawk
05	Tomorrow River
02	Trevor Grade School
05	Tri-County Area
11	Turtle Lake
02	Twin Lakes #4
07	Two Rivers
02	<b>U</b> nion Grove J1
11	Unity
02	<b>V</b> erona Area
04	Viroqua Area
08	<b>W</b> abeno Area
02	Walworth J1
12	Washburn
07	Washington
02	Waterloo
02	Watertown
01	Waukesha
05	Waupaca
06	Waupun
09	Wausau

CESA	District
08	Wausaukee
05	Wautoma Area
03	Wauzeka-Steuben
11	Webster
01	West Allis
07	West De Pere
04	West Salem
04	Westby Area
05	Westfield
03	Weston

CESA	District
06	Weyauwega-Fremont
10	Weyerhaeuser Area
02	Wheatland J1
08	White Lake
02	Whitehall
02	Whitewater
05	Wild Rose
12	Winter
05	Wisconsin Dells
02	Wisconsin Heights

CESA	District
05	Wisconsin Rapids
08	Wittenberg-Birnamwood
04	Wonewoc-Union Center
09	Woodruff J1
07	Wrightstown Community

Schools that serve the Northwoods NiiJii Enterprise Community are indicated below:

**\*Northwoods NiiJii Enterprise Community:**

*Menominee County @ Shawano, Forest County, Vilas @ Oneida County*

- |                                      |                  |
|--------------------------------------|------------------|
| • Crandon School District            | Forest County    |
| • Wabeno School District             | Forest County    |
| • Menominee Indian School District   | Menominee County |
| • Lac du Flambeau #1 School District | Vilas County     |

NOTE: Milwaukee is currently a *Recovery Community*

In order to assess this section of the application the following criteria for standard and exemplary awards will be used:

**The LEA Proposal**

Meets Standard	Exemplary
Clearly describes the selection criteria used and the district's ability to support the selected schools.	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <p>Proposal describes the strategy used by the district in identifying schools to be served and offers a detailed plan with criteria that indicate how the district will select those schools to be served and those schools that will not be served.</p>

***1.D.ii. Instructional Assessments***

The Division for Reading and Student Achievement will be responsible for managing the development and implementation of an assessment system to determine the effectiveness of its Reading First program and to report required information annually.

An external Wisconsin Assessment Committee reviewed and selected screening, diagnostic, progress monitoring and outcome reading assessments for Reading First schools.

The review of the instruments chosen by the committee has resulted in a coordinated system of assessments that meet these criteria:

1. provide high technical quality with proven validity and reliability;
2. yield disaggregated data annually for low income, major racial/ethnic groups, English Language Learners, and special education students;

3. determine student progress and achievement in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension;
4. predict student reading achievement over time.

See section 1.B.ii. for a complete discussion.

In order to assess this section of the application the following criteria for standard and exemplary awards will be used:

### **LEA and School-level Proposal**

<b>Meets Standard</b>	<b>Exemplary</b>
<p>Proposal describes how the district will:</p> <ol style="list-style-type: none"> <li>a. administer the valid and reliable state-required assessment for the summative evaluation;</li> <li>b. administer screening and diagnostic assessments selected from Wisconsin's short list determined by the Wisconsin Assessment;</li> <li>c. administer required progress monitoring assessment in fall, mid-year, and spring;</li> <li>d. indicate how the results from these measures will be used to affect change and/or indicate progress in the selected instructional programs;</li> <li>e. outline a process of analyzing the assessment data and relating that data to reading instruction.</li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <p>Proposal demonstrates how the district will:</p> <ol style="list-style-type: none"> <li>a. use data from all state required RF assessments along with analysis of results from valid and reliable district and school achievement measures to impact individual student progress.</li> <li>b. administer additional individually-administered diagnostic assessments designed to match the needs of individual students who continue to struggle learning to read.</li> <li>c. provide evidence that all additional assessments are valid and reliable and are aligned with the instructional program.</li> <li>d. establish an evidenced-based intervention plan for each student who continues to struggle learning to read.</li> </ol>

### ***1.D.iii. Instructional Strategies and Programs***

To participate in the Wisconsin Reading First program, LEAs and schools must select a high quality, comprehensive reading program that addresses student-learning needs in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies. All content in the comprehensive reading program must be in line with the findings of SBRR. Schools may use an existing program (e.g., a recently purchased program) or a combination of programs that meets these criteria (e.g., combining a program that meets some of these criteria well with appropriate supplementary materials that overcome the deficiencies or gaps in the comprehensive program). LEAs and schools that propose to simply layer on various programs to a non-research based program will be considered non-responsive to the criteria of this section and will not be funded. LEAs and schools must demonstrate they have evaluated programs in terms of the following criteria:

- Alignment with the Wisconsin Performance Standards in Reading as shown in the Wisconsin Reading Research Framework;
- Clear expectations and strategies for monitoring progress toward meeting them;
- Instructional content based on the five essential components of reading instruction integrated into a coherent instructional design;
- Coordinated instructional sequences;
- A well-organized and systematic program of explicit instruction;

- Ample and appropriate practice in the critical elements of reading growth for each grade level from kindergarten through third grade;
- Active student engagement in a variety of reading-based activities, which connect to the five essential components of reading and to overall, clearly articulated academic goals;
- Student placement in groups is flexible, and different curricula may be in use to instruct these different groups;
- Aligned student, teacher and supplemental materials;
- Clear guidance to teachers about strategies for teaching the essential components and skill required to acquire grade level reading skills by third grade;
- Strong guidance for professional development plan that ensures teachers have the skills and support necessary to effectively implement the program;
- Adequate allocation of time, ensuring an uninterrupted block of time for reading instruction (120 minutes); and
- Assessment strategies for diagnosing student needs and measuring progress.

LEAs must describe the reading program in terms of how it is aligned with the needs of the schools and how it can meet the needs of all students. LEAs and schools must show the results of content analysis of their reading program in terms of meeting the Wisconsin Model Academic Standards for English Language Arts, which include the reading standards. In particular, LEAs and schools must show an alignment to the Performance Standards in reading and the grade-level accomplishments as shown in the Wisconsin Reading Research Framework.

LEAs must also document the validity of their choices of reading programs. This may be done by showing the consistency of the program with National Reading Panel findings or by providing scientific evidence of the effectiveness of the program. This evidence must meet the following criteria:

- Applies rigorous, systematic, and empirical methods, over a significant time span, to obtain knowledge relevant to reading development, reading instruction, and reading difficulties;
- Involves rigorous data analyses that are adequate to test the stated hypothesis and justify the conclusions drawn;
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

As part of the evaluation process in meeting these criteria, districts will be required to use *A Consumer's Guide to Evaluating a Core Reading Program-Grades K-3: A Critical Elements Analysis* (Simmons and Kame'enui, 2003) to assess how various programs/materials stack up against SBRR standards. This tool focuses on:

1. Evidence of program efficacy,
2. Grade level (K-3) inclusion of the five dimensions of reading,
3. Instructional time,
4. Differentiated instruction, and
5. Assessment.

In their guide, available online at [http://reading.uoregon.edu/con\\_guide.php](http://reading.uoregon.edu/con_guide.php), Simmons and Kame'enui state that “a core reading program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district.”

The LEAs must document the validity of their choice of reading programs for Reading First schools in two ways: 1) provide scientifically valid evidence that the program is effective at the grade levels being served, and with children whose general characteristics are similar to those being served in Reading First schools; and, 2) provide evidence that the program has been carefully reviewed, and that it contains the instructional elements and characteristics described in the consumer's guide (Simmons and Kame'enui, 2003).

LEAs must be careful to avoid layering supplemental programs on top of non-research based programs. For example, if a school is currently using a core reading program that does not meet the criteria for research-based instruction as outlined in the guidance document, it is not sufficient to supplement the program with add-on programs in order to make up for deficiencies in the core reading program. This practice too frequently produces fragmented instruction that is not well organized and coherent and it is prohibited in the federal Reading First guidance.

To evaluate whether LEAs have satisfactorily completed the critical elements analysis in the consumer's guide, Wisconsin requires that all high priority items must be met at the "element consistently meets/exceeds criterion". Discretionary items must be met at the "element consistently meets/exceeds criterion" or "element partially meets/exceeds criterion". For each criterion, LEAs must provide evidence for the comprehensive reading program under review. LEAs are required to use the skills trace grid available in PDF and word versions of at [http://reading.uoregon.edu/con\\_guide.php](http://reading.uoregon.edu/con_guide.php). For any element that does not satisfy criterion, the LEAs must explain how they will supplement the comprehensive reading program. If LEAs do not select one of the recommended programs shown in the chart that follows, they must include the completed *A Consumer's Guide to Evaluating a Core Reading Program-Grades K-3: A Critical Elements Analysis* and scientifically valid evidence that the program is effective at the grade levels being served, and with children whose general characteristics are similar to those being served in Reading First schools when they submit their completed Reading First application.

All applicants for Reading First subgrants are required to complete a section of the application that focuses on scientifically based, comprehensive reading programs. To be funded, districts must demonstrate that they have completed a review of the program that they have selected using the criteria described above. An expert review panel trained to apply the WDPI application review criteria will determine whether districts and schools have provided sufficient evidence to support the program they select and that the programs are suitable for use in Reading First classrooms and are supported by scientific research. The points awarded to the section of the application that focuses on comprehensive reading programs is one of the two most highly weighted sections of the application. (The other is professional development.) Districts and schools must meet all criteria described above in order to be awarded the total points for this section.

WDPI will provide assistance to those districts and schools that have questions about applying the criteria to comprehensive reading programs. The WDPI program monitors who will work with districts and schools awarded Reading First subgrants and members of the New Wisconsin Promise Reading Leadership team will work with district and school building Reading First coordinators to help them understand the evaluation criteria and apply those criteria in the selection of comprehensive reading programs. Additionally, all criteria will be provided at the technical assistance workshops and will be posted on the WDPI Reading First Web sites.

To facilitate the work of districts and schools, Wisconsin has identified five high quality programs recommended for use in Reading First classrooms and found to be supported by scientific research as defined in Part B, Subpart 1, of the No Child Left Behind legislation. While they differ on numerous dimensions, all contain systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. These materials are supported by scientifically based reading research, provide a carefully managed instructional design, and address the essential components of reading. The materials identified in the following table are classified as comprehensive programs.



### Recommended Comprehensive Reading Programs for Reading First Classrooms

Publisher	Harcourt 2003	Houghton Mifflin 2003	Macmillan/ McGraw Hill 2003	Open Court/ SRA 2002	Scott Foresman 2002
Phonemic Awareness	✓	✓	✓	✓	✓
Systematic Explicit Phonics	✓	✓	✓	✓	✓
Vocabulary Development	✓	✓	✓	✓	✓
Oral Reading Fluency	✓	✓	✓	✓	Needs Supplement
Comprehension Strategy Instruction	✓	✓	✓	✓	✓
Scientifically Based Reading Research	✓	✓	✓	✓	✓

The evaluation criteria in *A Consumer's Guide to Evaluating a Core Reading Program-Grades K-3: A Critical Elements Analysis* (Simmons and Kame'enui) have been applied to these programs. Among the categories reviewed are:

- Efficacy based on carefully designed experimental studies;
- Program based on current and confirmed research;
- Explicit and systematic instruction in the primary grades in the essential components of reading;
- Tested in schools and classrooms with similar demographic and learner profiles;
- Well orchestrated flow of instruction with clear sequences of task;
- Explicit instruction;
- Moves from basic skills knowledge to higher order skills;
- Reinforces content area reading in other core areas including mathematics, science, and social studies;
- Activities directly related to the learning objective;
- Support for differentiated instruction with a range of instructional materials to allow flexible grouping;
- Reteaching and acceleration instructional techniques and materials; and
- Assessments to inform the teacher about the child's learning and assists with instructional decision making.

The task of organizing reading instruction is made easier when the classroom teacher has a comprehensive program that has both the content and the instructional methods that are needed for successful reading instruction. With the recent revisions of basal reading programs, many textbook publishers have followed the guidelines provided by recent research on effective reading instruction in reading in determining the content, instructional method, pace of instruction in key areas and opportunities for practice. These reading programs have the added advantage of having a variety of

supplementary materials that are coordinated with the reading materials and instructional methods. Such coordination is a key element of effective programs (Foorman et al., 1998).

The applicant must also include a description of the plan for helping teachers to change to a more appropriate model of instruction. In addition, the plan should include assurances that the instructional block for literacy instruction will be 120 minutes in length. The proposal must describe the design of Reading First classrooms, the structure for grouping students during the literacy block, and the means of providing instruction in the five essential components of reading instruction. The proposal must also include plans for instructional management and organization of lesson design.

Districts and schools must identify how they will use assessment data to differentiate instruction to meet student needs so they can increase the achievement of all the students, including students who are economically disadvantaged, students of color, English language learners, and students with disabilities. The instructional strategies that teachers will use during the implementation of a comprehensive reading program must be included in the instructional plans and organization of lesson design.

Many strategies based on SBRR are available for teachers and parents on the WiLEARNS Web page <http://www.wilearns.com/default.asp>. Some of these strategies include:

- Direct instruction
- Scaffolded instruction
- Modeling fluent reading, and then have students reread text on their own
- Cooperative and collaborative learning
- Oral Reading
  - Student-adult reading
  - Repeated and monitored reading
  - Choral reading
  - Readers' Theatre
  - Tape-assisted reading
  - Partner reading
- Daily oral language development

The instructional sequence can be documented in several methods including but not limited to:

- Curriculum mapping
- Curriculum alignment reports that include the Wisconsin Model Academic Standards, the Five Essential Components for reading, the elements of a comprehensive reading program, and the additional instructional materials.

Ample opportunities for students to be directly taught and practice reading skills will occur in the classroom by the teacher:

- participating in professional development on the strategies outlined in *Put Reading First: The Research Building Blocks for Teaching Children to Read* published by the Center for the Improvement of Early Reading Achievement (CIERA) and funded by the National Institute for Literacy (NIFL). <http://www.nifl.gov/nifl/research/PFRbrochure.pdf>;
- participating in professional development using the resources available through the professional development provided by INSIGHT;
- collaboratively evaluating materials with the school library media specialist who will package these materials as rotating kits that will be catalogued and circulated among all K-3 classrooms in the building;
- collaboratively evaluating multimedia materials with the school library media specialist or technology professional who will investigate licensing and system requirements in order that the SBRR multimedia materials will be made available over the local or wide area network or via the Internet for all K-3 classrooms in the building;

- informing parents of the reading strategies they could use with the instructional materials that support scientifically based reading research via e-mail, newsletters, or video tapes that are translated into the parent's fluent language and in English;
- providing opportunities to develop phonemic awareness;
- systematically teaching phonics;
- offering guided practice time for reading easy books that incorporate the same words with letter-sound relationships that the students are learning;
- modeling reading fluency by reading aloud and asking the students to reread the passage;
- providing monitored oral reading practice: including Choral Reading, Reader's Theater, Repeated Readings, and Partner Reading until a proficient or advanced level of fluency occurs;
- helping children write the letter-sound relationships during all writing activities;
- helping children use new vocabulary words and understand the meaning of these words;
- asking children higher level questions that address the comprehension of what they are reading;
- modeling fluent reading by reading aloud with expression from books that are of high interest to the students.

In order to assess this section of the application the following criteria for standard and exemplary awards will be used:

#### LEA Proposal

Meets Standard	Exemplary
<p>Proposal describes how the district will:</p> <ol style="list-style-type: none"> <li>a. plan to select and fully implement a scientifically based reading program;</li> <li>b. assess the degree to which the chosen comprehensive reading program aligns with state standards and the five essential components of reading instruction;</li> <li>c. provide for full implementation of the reading program, in addition to the technical assistance provided by the Wisconsin Department of Public Instruction;</li> <li>d. monitor to ensure that the comprehensive reading program is fully implemented and not layered on top of non-scientifically based research programs already in use;</li> <li>e. assure that the assessment program will be aligned with the comprehensive reading program to maximize student achievement;</li> <li>f. implement a clear and specific plan to use scientifically based instructional strategies to accelerate performance and monitor the progress of struggling readers;</li> <li>g. require:               <ol style="list-style-type: none"> <li>1. flexible grouping,</li> <li>2. intervention based on SBRR,</li> <li>3. scheduling that includes a protected, uninterrupted time for reading of at least 120 minutes per day.</li> </ol> </li> <li>h. plan to replicate their scientifically based reading instruction in all schools that have grades K-3.</li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <p>Proposal articulates how the district will:</p> <ol style="list-style-type: none"> <li>a. prepare a detailed analysis which specifies how the selected program based on SBRR includes each of the essential components of reading instruction and effective program design elements.</li> <li>b. prepare detailed alignment documentation showing how the selected comprehensive reading program aligns with <i>Wisconsin's Model Academic Standards for English Language Arts</i>.</li> </ol>

### Building Level School Application

Meets Standard	Exemplary
<p>Proposal describes how the school will:</p> <ol style="list-style-type: none"> <li>plan to select and fully implement a scientifically based reading program;</li> <li>assess the degree to which the chosen comprehensive reading program aligns with state standards and the five essential components of reading instruction;</li> <li>provide for full implementation of the reading program, in addition to the technical assistance provided by the Wisconsin Department of Public Instruction;</li> <li>monitor to ensure that the comprehensive reading program is fully implemented and not layered on top of non-scientifically based research programs already in use;</li> <li>assure that the assessment program will be aligned with the comprehensive reading program to maximize student achievement;</li> <li>implement a clear and specific plan to use scientifically based instructional strategies to accelerate performance and progress of struggling readers;</li> <li>require: <ol style="list-style-type: none"> <li>flexible grouping;</li> <li>intervention based on SBRR;</li> <li>scheduling that includes a protected, uninterrupted time for reading of at least 120 minutes per day.</li> </ol> </li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <p>Proposal articulates how the school will:</p> <ol style="list-style-type: none"> <li>prepare a detailed analysis which specifies how the selected program based on SBRR includes each of the essential components of reading instruction and effective program design elements.</li> <li>prepare detailed alignment documentation showing how the selected comprehensive reading program aligns with Wisconsin's Model Academic Standards for English Language Arts.</li> </ol>

#### ***1.D.iv. Instructional Materials***

WDPI will require documentation in support of supplemental and intervention materials for K-3 children that go beyond the core reading program. These may include materials for struggling readers that are integrated with the comprehensive reading program, or they may include materials and programs, including technology, to provide support in reading growth for all children.

LEAs must document the validity of their choice of supplemental and intervention materials for Reading First schools in two ways: 1) provide scientifically valid evidence that the materials are effective at the grade levels being served, and with children whose general characteristics are similar to those being served in Reading First schools; and, 2) provide evidence that the materials have been carefully reviewed, and that the instructional content and methods are consistent with scientifically based research in reading. LEAs must not layer supplemental and intervention materials on top of non-research based materials.

All applicants for Reading First subgrants are required to complete a section of the subgrant application that focuses on supplemental and intervention materials. An expert review panel trained to apply the

WDPI application review criteria will determine whether districts and schools have provided sufficient evidence to support the materials they select and that the materials meet the criteria. Districts and schools must meet these criteria in order to be awarded the total points for this section. Materials that are used to compensate for a core program that is not grounded in SBRR can result in the LEA receiving no points for this section of the application.

WDPI will provide assistance to those districts and schools that have questions about applying the criteria to supplemental and intervention materials. The WDPI Reading First monitors and members of the New Wisconsin Promise Reading Leadership team will work with district and school building Reading First coordinators to help them understand the evaluation criteria and apply that criteria in the selection of supplemental and intervention materials. Additionally, all criteria will be provided at the technical assistance workshops and will be posted on the WDPI Reading First Web sites.

LEAs and schools must develop a systematic plan for providing both supplemental and intervention materials that align with the comprehensive reading programs and include all five essential components. The five essential components of reading instruction that must be addressed are:

**1. Phonemic Awareness –**

The ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

**2. Phonics –**

The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.

**3. Reading Fluency, Including Oral Reading Skills –**

Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

**4. Vocabulary Development –**

Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:

- Listening vocabulary – the words needed to understand what is heard
- Speaking vocabulary – the words used when speaking
- Reading vocabulary – the words needed to understand what is read
- Writing vocabulary – the words used in writing

**5. Reading Comprehension –**

Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

LEAs should document the research base for their choice of instructional materials that are used to supplement or extend the reading program or that are used to address the needs for struggling readers. LEAs should document the quality of their choice of instructional materials for Reading First schools in the same way they provided evidence about their choice of core reading programs.

This evidence must meet the following criteria for SBRR support:

- Applies rigorous, systematic, and empirical methods, over a significant time span, to obtain knowledge relevant to reading development, reading instruction, and reading difficulties;
- Involves rigorous data analyses that are adequate to test the stated hypothesis and justify the conclusions drawn;

- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

LEAs must show how these support materials are integral to the overall program and how they help all children, including students who are economically disadvantaged, students of color, English language learners, and students with disabilities improve their reading performance so they become proficient readers. The description of how schools will use the support materials should meet the following criteria:

- How the materials are integrated into the instructional sequence for each grade (K-3);
- How the materials will increase the effectiveness of the program in teaching any and all of the five essential components;
- How the materials meet SBRR criteria;
- How the material addresses the five essential components of reading instruction; and
- What purposes the materials serve in term of meeting the need of all students, especially those who are not making adequate progress.

LEAs must demonstrate that the instructional materials are aligned with the comprehensive core reading program and provide appropriate support in reading growth for all children that is consistent with scientific research findings. LEAs must use supplementary and intervention materials for students who need additional instruction, more explicit instruction, and/or additional practice in the basic aspects of learning to read. The following is not a comprehensive list but is designed to offer recommendations to LEAs and schools funded under Reading First.

### **Recommended List of Supplemental and Intervention Materials and Resources**

#### **Phonemic Awareness**

*Ladders to Literacy*, Notari-Syverson et al., Brookes Publishing, [www.brookespublishing.com](http://www.brookespublishing.com).  
*Multisensory Teaching of Basic Language Skills*, Birsch.  
*Phonemic Awareness in Young Children*, Adams et al., Brookes Publishing.  
*Road to the Code: A Phonological Awareness Program for Young Children*, Blackman et al., Brookes Publishing.  
*Speech to Print*, Moats, Brookes Publishing.

#### **Systematic Explicit Phonics**

*Alphabetic Phonics*, Cox, Educators Publishing Service.  
*A Guide to Teaching Phonics*, Orton, Educators Publishing Service  
*Multisensory Teaching of Basic Language Skills*, Birsch.  
*Reading Mastery*, Macmillan/McGraw-Hill.  
*Saxon Phonics: An Incremental Development*, Saxon Publishers, Inc. 1998, 1-800-284-7019; [www.saxonpublishers.com](http://www.saxonpublishers.com)  
*Speech to Print*, Moats, Brookes Publishing.  
*Word Detectives*, Benchmark.

#### **Oral Reading Fluency**

*Quickreads*, Heibert, Pearson Learning Group, [www.quickreads.org](http://www.quickreads.org).  
*Read Naturally*, 2001, St. Paul, MN, 1-800-788- 4085 [www.readnaturally.com](http://www.readnaturally.com).

#### **Vocabulary Development**

*Bringing Words to Life*, Beck, McDeown, & Kucan, Guilford Publishers.  
*Teaching Word Recognition, Spelling and Vocabulary*, Rasinski, et al., International Reading Association.  
 “Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children,” Beck & McKeown, *The Reading Teacher*, September 2001.  
*Vocabulary Development*, Stahl, Brookline Books.  
*Word Power: What Every Educator Needs to Know About Teaching Vocabulary*, Stahl and Kapinus, NEA Professional Library.

*Word Detectives*, Benchmark.  
*Words Their Way*, Bear, et al.

### Comprehension Strategy Instruction

*Comprehension Instruction: Research-Based Best Practices*, Block and Pressley, (Eds.), Guilford Press  
*Questioning the Author: An Approach for Enhancing Student Engagement with Text*, Beck, McKeown, Hamilton, & Kukan, International Reading Association.

“Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children”, Beck & McKeown, *The Reading Teacher*, September 2001.

\* All of the materials on these lists have been studied and found to be effective in improving students’ reading achievement and/or incorporate methods and approaches that have been supported by scientific studies of reading. LEAs are encouraged to select materials from the list so that their teachers can meet the needs of children who are struggling with reading in their classrooms. An LEA may choose materials not on this list; however, to be an acceptable material the LEA must provide the evidence outlined at the beginning of this section.

In order to assess this section of the application the following criteria for standard and exemplary awards will be used:

#### LEA Proposal

Meets Standard	Exemplary
<p>The LEA must clearly explain in their proposal how they will</p> <ol style="list-style-type: none"> <li>assure that the selected K-3 instructional reading materials focus on the five essential components of reading instruction;</li> <li>assure that the instructional materials are selected based on a SBRR criteria</li> <li>monitor the selection and acquisition process;</li> <li>monitor the effective use of the materials;</li> <li>assure the effective use of technology applications;</li> <li>disseminate the materials to all the K-3 teachers in the designated schools.</li> <li>assure that the materials are integrated and aligned with the comprehensive reading program.</li> </ol>	<p>The LEA’s proposal meets all conditions listed under ‘Meets Standard’ and articulates how the LEA will:</p> <ol style="list-style-type: none"> <li>assure that materials are cataloged by the library media center and are used for their intended purposes: supplemental and intervention;</li> <li>assure that the instructional materials include explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities.</li> </ol>

#### Building Level School Application

Meets Standard	Exemplary
<p>The Schools application must clearly explain how they will select and implement scientifically based instructional materials by addressing how they will:</p> <ol style="list-style-type: none"> <li>assure the proposed materials will be used for their intended purpose (e.g., comprehensive, supplemental, intervention);</li> <li>know that the proposed instructional materials have been evaluated by peer</li> </ol>	<p>The school’s proposal meets all conditions listed under ‘Meets Standard’ and articulates how the school will:</p> <ol style="list-style-type: none"> <li>assure that the instructional materials will be cataloged and checked out of the library media center.</li> <li>assure that the instructional materials include explicit instructional strategies, a coordinated instructional sequence, and</li> </ol>

Meets Standard	Exemplary
<p>reviewers and focus on the five essential components of reading instruction;</p> <p>c. assure that the instructional materials are used effectively based on SBRR;</p> <p>d. align the instructional materials with the comprehensive reading program and the reading levels of the individual students.</p>	<p>ample practice opportunities;</p>

### ***1.D.v. Instructional Leadership***

Chapter 118 of the Wisconsin statues which addresses general school operations requires each school district to “employ a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12. At the discretion of the state superintendent, a school district may contract with other school districts or cooperative educational service agencies to employ a certified reading specialist (see certification requirements in Appendix B) on a cooperative basis.” The duties of this position include:

- developing and implementing a reading curriculum in grades kindergarten to 12;
- acting as a resource person to classroom teachers to implement the reading curriculum;
- working with administrators to support and implement the reading curriculum;
- conducting an annual evaluation of the reading curriculum;
- coordinating the reading curriculum with other reading programs and other support services within the school district;

Clearly this individual is critical to the implementation of an effective reading program.

Eligible LEAs will be encouraged to designate the district reading specialist as the LEA Reading First coordinator or include the district reading specialist as a key member of the LEA Reading First leadership team. This will assure consistency in policy and leadership as well as insuring that a person who is highly trained has a leadership role in all reading initiatives with consistent focus for the district.

#### **▪ Training for LEA personnel**

“It is largely ineffective to educate classroom teachers about early reading instruction unless their administrators, policymakers, specialists, teaching assistants, tutors, and parents operate with similar concepts and practices” (Learning First Alliance, 1998). In order to facilitate the positive involvement of administrators in professional development, a variety of opportunities will be afforded them.

#### **State-wide training in newly-initiated Reading First activities will include:**

1. Statewide Reading Academy; including Nature of SBRR, Five Essential Components, instructional materials, access to print, and assessment sessions, as well as TA concerning administration of the grant. The Academy will be held for five days during the summer and will include the LEA Reading First coordinators, the school building Reading First coordinators, and two additional members of the LEA leadership team.
2. Four Regional academies, three days each, to replicate instructional content from the State Reading Academy for teachers and instructional staff from participating schools. It is expected that 600 teachers will participate in the four academies.
3. Four distance-learning sessions concerning assessment practices and data collection using SEA assessment plan, anticipated attendance of 600 instructional staff.
4. Four regional data retreat training sessions for LEA administrators, LEA Reading First coordinators, school building Reading First coordinators, principals, and professional



consultants to develop skills for conducting school and LEA data retreats, interpreting data and its implications for programming, and the process for making changes to enhance student reading achievement;

5. Regional reading institutes where local reading professionals who demonstrate a deep understanding of SBRR will provide demonstrations of teaching techniques and strategies;
6. An early literacy guide that focuses on the new knowledge about reading, strategies for closing the achievement gap, effective designs for professional development, and assessments to improve instruction; and
7. Reading First Web site.

If district and school leadership are to stay committed for the long term, several factors should be in place. The school board in the district must support the project with both encouragement and commitment of resources. The community must understand and support the project and its goals, and the instructional leadership and staff must support the project. In order to support those efforts WDPI will provide the following:

- information packets about the Reading First project, its goals, requirements, and projected outcomes;
- press packets for statewide and local media to keep the community informed;
- high visibility on the WDPI Web site, with links to the NRP report Web site;
- support for community literacy projects as requested;
- WDPI personnel for LEA technical assistance as requested;
- financial incentives grants up to \$1000.00 per year for district leadership and classroom staff who participate in approved training in the essential components of reading, assessment training, or standards alignment activities;
- recognition of exemplary projects and classroom level activity through the media and Web site publication;
- dissemination of *Put Reading First* publication, the parent brochure, the executive summary of the NRP report, and the NRP report; and
- priority consideration for grant proposals which demonstrate sufficient release time for training and collaboration as well as district-level incentives for staff involved in training.

Districts will be asked to submit evidence of commitment on the part of staff, school board, and community.

In order to assess this section of the application the following criteria, taken from the scoring rubric, for standard and exemplary awards will be used:

### LEA Proposal

Meets Standard	Exemplary
<p>Proposal describes how the district will insure that designated leadership has sufficient time and expertise to provide instructional leadership:</p> <ol style="list-style-type: none"> <li>a. LEA must identify Reading First coordinator, preferably someone who is qualified for a 317 (Reading Specialist) license;</li> <li>b. Principals, Reading Specialist and LEA leadership must attend SEA sponsored reading academy in SBRR, reading institute, and data retreat;</li> <li>c. LEA must submit a professional development plan for principals and building leaders which totals at least 36 hours of training and includes the following:</li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <ol style="list-style-type: none"> <li>a. Individual identified as Reading First coordinator is fully certified with a 317 license;</li> <li>b. Job description for Reading First coordinator indicates allocation of workload per Reading First school building;</li> <li>c. LEA includes a resolution by the school board indicating support for Reading First commitment of local resources to Reading First.</li> </ol>

Meets Standard	Exemplary
<ol style="list-style-type: none"> <li>1. Essential components of reading and their application to instructional programs and materials.</li> <li>2. Implementation processes and progress monitoring.</li> <li>3. SBRR.</li> <li>4. Improving reading instruction.</li> </ol> <p>d. LEA must provide a job description for the Reading First coordinator, including percentage of time assigned to Reading First activities;</p> <p>e. LEA must provide an organizational chart detailing decision-making authority in the areas of alignment with standards, data analysis, evaluating progress, and providing classroom support; and</p> <p>f. LEA must provide evidence of commitment to Reading First.</p>	

### BUILDING LEVEL SCHOOL APPLICATION

Meets Standard	Exemplary
<p>Proposal describes how the school will:</p> <ol style="list-style-type: none"> <li>a. insure that the designated leadership have sufficient time and expertise to provide instructional leadership;</li> <li>b. identify school building Reading First coordinator, preferably someone who holds a 316 (Reading Teacher) or 317 (Reading Specialist) license;</li> <li>c. designate clear duties and responsibilities for these individuals;</li> <li>d. provide training for building principals and leaders in the essential components of reading to improve their knowledge and skills related to scientifically based reading research and improving reading instruction;</li> <li>e. assign sufficient authority to leadership to align the reading curriculum to state and local standards, evaluate school reading progress, analyze achievement data, and make real time school and classroom decisions based on continuous progress monitoring of student and teacher data.</li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <ol style="list-style-type: none"> <li>a. Individual identified as Reading First Coordinator is fully certified with a 317 license;</li> <li>b. Job description of Reading First Coordinator indicates allocation of workload per K-3 classroom;</li> <li>c. Includes organization chart delineating decision-making authority.</li> </ol>

### ***1.D.vi. District and School Based Professional Development***

Please refer to Section 1.F. *State, District and School Roles as Related to Wisconsin's Reading First Professional Development Plan.*

For system-wide change to occur, professional development must occur in a variety of settings and through a variety of styles. State-wide meetings are effective ways to initially expose educators to principles and practices, but local specific training is necessary to focus these issues for a particular district. Districts that receive Reading First grants will be required to provide professional development opportunities that relate the essential components of reading instruction to the district's selected scientifically based reading program and to align their program with the state and district model academic standards and assessments. This training will occur through the Wisconsin INSIGHT professional development program and may also occur through contracted university level classes or locally scheduled

training sessions available to all instructional staff in the district but required for K-3 and Special Education staff in Reading First schools.

The LEA will be responsible for providing on-going coaching for building level Reading First coordinators as well as providing training in the alignment of Reading First with state and LEA standards, hands-on techniques in assessment, local data retreats, and coaching for schools and staff not demonstrating implementation of SBRR practices.

All Reading First grant recipients will adhere to Wisconsin's performance-based guidelines for high quality professional development. Educators will:

- study and discuss scientifically based reading research with reading professional consultants and reading specialists knowledgeable about SBRR;
- shift to programs that exemplify scientifically based reading research;
- use scientifically based reading methods that have been modeled by professional consultants and reading specialists who point out useful strategies and practices;
- practice scientifically based reading methods and obtain feedback from professional consultants, reading specialists, or colleagues engaged in study of the research;
- develop and use formal and informal procedures for evaluation that have been demonstrated by professional consultants and reading specialists;
- observe experts, participate in conferences/conventions, visit master teachers' classrooms, communicate through links to websites, and view videotapes to learn research-based techniques for improving reading instruction;
- study and use dimensions of staff development such as peer coaching;
- work with administrators to develop a long-term (three to five year) staff development plan for improving instruction by implementing research-based reading methods;
- collaborate with literacy partners (families, public libraries, community-based literacy organizations, etc.); and maintain the change to research-based programs through ongoing professional development and continuous review of the research.

At the building level, comprehensive professional development programs will be supported by Wisconsin's INSIGHT consultants, professional consultants, a system of mentoring through LEA and school building Reading First coordinators, strong leadership, and resources so that each teacher has access to knowledge, ideas, and materials to enhance diagnosis and instruction.

Each individual school grantee will be required to provide general in-service for all staff through a university class offered in the district, or multiple in-service sessions, with a minimum of 15 contact hours during the school year. These 15 hours contribute to the total 36 hours of required training.

Each school would be required to develop a mechanism for instructional staff collaboration. This might be done by staff-release time with substitutes in the classroom for ½ the day, paid after-school time, or regular planning time for all staff at a particular grade level at the same time. This time allows instructional staffs to discuss areas of difficulty, collaborate concerning students who are having unique problems, or clarify instructional techniques. This part of the professional development is critical for the long-term development of consistent strategies, instruction, and student improvement across all grade levels.

Many high-performing schools utilize a part of this collaboration time, or better still, an additionally scheduled time, for round-table discussions of texts or articles pertaining to scientifically based reading instruction. This discussion continues the process of informing instructional staff of current research and encouraging collaborative learning which is an additional model for classroom instruction.

Professional development implemented according to this model provides the minimum of 36 hours of intense and sustained support which has been shown to be most effective in supporting long-term change in instructional strategies. It not only allows instructional staff to benefit from credentialed and respected professional consultants from outside the school district, but also develops local leadership who can then assist the district in sustaining the initial efforts and continuing growth.

The WDPI will ensure this plan is in place by requiring project districts to submit a written professional development plan for approval each year prior to the start of the school year. The plan must include:

1. the needs assessment process used to develop the professional development plan;
2. a specific needs assessment survey for the staff;
3. data analysis of the assessment;
4. a supervisory observation log;
5. the process by which building leadership will identify teachers who need additional assistance with skills and strategies related to improving reading instruction. This process may include but is not limited to supervisor observation and teacher request; and
6. the professional development schedule, session topics, and presenters involved in their local development.

The SEA Reading First consultant will serve as a resource for additional opportunities for training. The WDPI will also assist participating districts in data retreats at which they will examine district achievement data and its implications for professional development.

Persons identified as the LEA Reading First coordinators and the school building Reading First coordinators will become part of a WDPI listserv for the electronic sharing of ideas and support during the process. A survey of support needs will be distributed to all identified LEA Reading First coordinators and the school building Reading First coordinators. Based upon the needs discovered, the Department will provide a large-group training session or pair the individual with consultant support from within the Department. The Reading First consultant within the Department will maintain communication and determine the needed support services.

Professional development will be provided:

- at the statewide reading academy, regional reading academies, distance-learning assessment sessions, and data retreats;
- on the Reading First Web site; and
- through WDPI Reading First consultants.

See a detailed discussion of the state, LEA, and school building professional development plan in section 1.F.

In order to assess this section of the application the following criteria from the scoring rubric for standard and exemplary awards will be used:

### LEA and School-level Proposal

Meets Standard	Exemplary
<p>Proposal describes the clear plan and process for the delivery of professional development to K-3 teachers, K-12 special education teachers, K-3 library media specialists, reading teachers, and reading specialists including:</p> <ol style="list-style-type: none"> <li>a. a planned calendar of professional development;</li> <li>b. a completed needs assessment prior to developing the professional development program;</li> <li>c. a copy of the needs assessment survey;</li> <li>d. data analysis of survey response;</li> <li>e. a process for identifying teachers needing additional assistance;</li> <li>f. the plan of at least 36 hours of focused development in proven SBRR;</li> <li>g. documentation of inclusion of the K-3 teachers, K-3 library media specialists, K-12 special education teachers, reading</li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <p>Proposal articulates how the district will:</p> <ol style="list-style-type: none"> <li>a. give teachers and library media specialists adequate time for learning, planning, and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation;</li> <li>b. coordinate local professional development with State activities related to improving</li> </ol>

Meets Standard	Exemplary
<p>teachers, and reading specialists;</p> <p>h. the essential components of reading instruction and SBRR;</p> <p>i. focused professional development for participating schools in the area of state reading standards and assessment instruments and the alignment of the district instructional program with these standards and assessments;</p> <p>j. a plan for release-time for staff collaboration.</p>	<p>reading achievement.</p> <p>c. Provide at least 10 hours of staff release time for each K-3 teacher, K-12 special education teacher, and library media specialists who work with these teachers for collaboration among disciplines and/or individual coaching.</p>

Attendance will be documented and basic evaluation forms aggregated. Information from their analysis will be included in the mid-year and year-end reports to WDPI.

### ***1.D.vii. District Based Technical Assistance***

It is the responsibility of the LEA to provide technical assistance relating to the implementation of Reading First for participating schools. The WDPI will require the LEA to submit a technical assistance plan which details the process they will use to ensure participating schools receive high quality assistance related to implementing Reading First and evaluating the school's Reading First program. The plan must include the following elements:

1. coordination of the school's Reading First plan with the school's regular instruction, goals, and assessment strategies,
2. coordination of the district's plan with selected schools to ensure the effective implementation of Reading First in the schools, including coordination of the district plan with the WDPI plan, and the designation of the individuals responsible for the training,
3. administration, budgeting and accounting of the grant, and
4. assistance to the participating schools in developing their evaluation plans which will clearly delineate the objective outcome data from student progress measures and the implementation of programs and strategies based on SBRR..

This plan will include:

1. person(s) responsible for providing the assistance,
2. a schedule of when those services will be delivered, and
3. how the local assistance will be coordinated with SEA training and the training offered by other professional organizations.
4. how the district will monitor ongoing implementation of the programs and strategies and provide support and assistance to schools who are not being successful.

The district will provide consultation to participating schools to develop the plans for evaluating the project through collection of baseline information; explicit, measurable student performance goals; evidence of the validity, reliability and objectivity of the proposed measures; assurance that the measures are used for their intended purposes, ongoing monitoring of the implementation of all proposed program components; and the effective means of providing ongoing assessment. Successful grant awards will include all required components.

The SEA Reading First Coordinator will be responsible for assigning WDPI technical assistance/monitoring consultants to provide on-site consultation and monitoring of appropriate implementation and evaluation strategies from the district.

The district will model the process for identifying professional development needs through needs assessment for providing district-level programming. While modeling the process, they will assist the Reading First coordinators in participating schools in developing the strategies appropriate for the school to identify professional development needs and develop the individual school professional development plan.

In order to assess this section of the application the following criteria for standard and exemplary evaluation will be used:

### LEA Proposal

Meets Standard	Exemplary
<p>Proposal describes the technical assistance plan that details the process used to ensure participating schools receive high quality assistance related to implementing Reading First and evaluating the school's Reading First program including:</p> <ul style="list-style-type: none"> <li>a. coordination of the school's Reading First plan with the school's regular instruction, goals, and assessment strategies;</li> <li>b. coordination of the district's plan with selected schools to ensure the effective implementation of Reading First, including coordination of the district plan with the state plan;</li> <li>c. administration, budgeting and accounting of the grant;</li> <li>d. assistance to the schools in developing their evaluation plans which will delineate outcome data and implementation of programs and strategies based on SBRR;</li> <li>e. designation of the individuals responsible for technical assistance;</li> <li>f. a schedule of when services will be delivered;</li> <li>g. how local assistance will be coordinated with SEA training and training offered by other professional organizations;</li> <li>h. how the district will monitor ongoing implementation of the programs and strategies and provide support and assistance to unsuccessful schools;</li> <li>i. how the district will provide consultation to participating schools to develop the plans for evaluating the project;</li> <li>j. how the district will model the process for identifying professional development needs through needs assessment for providing district-level programming;</li> <li>k. how the district will assist the Reading First coordinators in participating schools in developing strategies appropriate for the school to identify professional development needs and the individual school professional development plan.</li> </ul>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <ul style="list-style-type: none"> <li>a. Proposal includes a detailed alignment document showing coordination of the district's plan with selected schools to ensure the effective implementation of Reading First, including coordination of the district plan with the state plan.</li> <li>b. Proposal includes a plan for LEA data retreat to study and discuss evidence of the validity, reliability, and objectivity of the proposed measures.</li> <li>c. Proposal indicates the ratio of individuals responsible for technical assistance per schools served, including allocation of workload per participating school.</li> </ul>

### ***1.D.viii. Evaluation Strategies***

Each participating school and LEA must evaluate the effectiveness of Reading First activities. The evaluation process should consider the effectiveness of program implementation as well as the extent to which program outcomes have been met. The application must indicate how the information derived from this process will be used in planning school improvement, measuring progress toward school goals, identifying professional development needs, clarifying instructional objectives, and identifying needs for additional leadership and other support. The evaluation plan must address the following:

- Student performance data: The evaluation should rely on the common progress monitoring and outcome assessments required for all Reading First subgrantees. These assessments may be supplemented by local assessments of student performance that are also aligned with the Wisconsin Model Academic Standards. Refer to section 1. B. ii. for detailed information.
- Program implementation data: LEAs and schools must describe their plans to gather information on the nature and extent to which they receive external technical assistance in implementing the program, the sources and quality of the technical assistance, and the perception of its usefulness in furthering the implementation and impact of the program.

The evaluation should include research questions such as the following:

- How effectively is instruction in the five essential components of effective reading instruction being carried out in classrooms?
- Are the instructional programs, strategies, and materials based on SBRR and do they align with the Wisconsin Model Academic Standards?
- Have schools used assessment data to effectively impact instructional practice?
- To what extent did the screening, diagnostic, and progress monitoring assessments assist teachers in identifying specific reading deficiencies?
- Have scoring and data management systems been established so that they meet state and federal criteria?
- What evidence is available to show that the required professional development plan has been effective in changing instructional practice at the classroom level?

Formative evaluation is aimed at the implementation of the Reading First grant and its impact on teachers, students, administrators and other participants. This evaluation is focused on monitoring and improving programs. LEAs and schools must demonstrate how they will use data and findings from the formative evaluation in order to:

- Make changes in curriculum, instruction, and assessment;
- Improve the monitoring of student progress and the implementation of the program;
- Recommend how implementation can be improved across time;
- Close the achievement gap;
- Improve the leadership and support teachers receive; and
- Revise professional development plans based on needs assessment.

In order to document progress, each subgrantee will administer progress monitoring and outcome assessments and send data to the external evaluator. Subgrantees must complete and return surveys designed to address specific questions about implementation of Reading First. They must also agree to participate in site visits conducted by the external evaluator. Also, subgrantees will participate in the national evaluation of Reading First, if requested.

LEAs and schools will submit documentation in their end of the year report. That documentation must include assessment data aggregated by school and disaggregated by ethnic group, low income, limited-English proficient, and special education students. Participants' progress will be monitored against their baseline data to indicate improvement in student progress. This will be achieved by requiring subgrantees

to implement Wisconsin's State Evaluation Plan for the Progress Tracking Study (See section 3.A.i. Evaluation Plan for details). Consistent with the State Evaluation Plan, this involves an annual pretest-posttest design (using a fall-spring testing schedule) to track student progress in the attainment of reading proficiency standards, as measured by the *TerraNova* Reading Test in grades 1, 2, and 3. Grantees will also be compared with statewide proficiency results at the end of grade 3 on the Wisconsin Reading Comprehension Test (WRCT) to address gap reduction concerns for various at-risk subgroups.

Along with the data required to implement the progress tracking study, LEAs must submit summary data from the fall and spring administrations of the Early Reading Diagnostic Assessment (ERDA-R) at grades K-3 (see chart in section 1.B.ii). Summary data from the ERDA-R will be used to monitor progress in terms of the implementation of the five essential reading components. Individual student progress data will be reported in a way that protects student privacy.

In order to assess this section of the application the following criteria for standard and exemplary awards will be used:

### LEA Proposal

Meets Standard	Exemplary
<p>Proposal describes the evaluation plan that will document the effectiveness of the Reading First activities for individual schools and the district as a whole. The evaluation plan will:</p> <ol style="list-style-type: none"> <li>explain how the district will demonstrate progress toward narrowing the achievement gap and/or indicate the decisions made to alter the program to affect that narrowing;</li> <li>state district specific goals based on Wisconsin's Reading First goals;</li> <li>describe how the district will document the effectiveness of all SBRR activities;</li> <li>indicate how the district will submit performance data required by SEA;</li> <li>describe how the district will use school evaluation data to determine need for intervention;</li> <li>provide evidence of the completion of the proposed professional development plan and the participation of instructional staff in those activities;</li> <li>provide evidence of the completion of the proposed technical assistance plan and the participation of instructional leadership and/or staff in those activities;</li> <li>include a plan for completing mid-year and year-end reports and filing them with WDPI;</li> <li>include a plan for completing a continuation proposal showing consideration of/planned adjustments to the project based on the evaluation data collected.</li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <ol style="list-style-type: none"> <li>Provide plan for LEA data retreat to analyze district assessment data;</li> <li>Provide outcome indicators for instructional change as a result of professional development activities;</li> <li>Provide a method for evaluating teacher confidence and satisfaction after second and subsequent years of the project.</li> </ol>



In order to assess this section of the application the following criteria for standard and exemplary awards will be used:

### Building Level School Application

Meets Standard	Exemplary
<p>Proposal describes the evaluation plan to document the effectiveness of the Reading First activities for individual schools and the district as a whole. The evaluation plan will need to:</p> <ol style="list-style-type: none"> <li>explain how the school will demonstrate progress toward narrowing the achievement gap and/or indicate the decisions made to alter the program to affect that narrowing;</li> <li>describe school specific goals based on SEA Reading First goals;</li> <li>describe how the school will document the effectiveness of all SBRR activities;</li> <li>indicate that the school will submit performance data required by SEA;</li> <li>describe how the school will use school evaluation data to determine need for intervention;</li> <li>provide evidence of the completion of the proposed professional development plan and the participation of instructional staff in those activities;</li> <li>provide evidence of the completion of the proposed technical assistance plan and the participation of instructional leadership and/or staff in those activities;</li> <li>include a plan for completing mid-year and year-end reports and filing them with WDPI;</li> <li>include a plan for completing a continuation proposal showing consideration of/planned adjustments to the project based on the evaluation data collected.</li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <ol style="list-style-type: none"> <li>Provide plan for school-level data retreat to analyze district assessment data;</li> <li>Provide outcome indicators for instructional change as a result of professional development activities;</li> <li>Provide a method for evaluating teacher confidence and satisfaction after second and subsequent years of the project.</li> </ol>

### ***1.D.ix. Access to Print Materials***

Access to engaging reading materials, including expository and narrative texts must occur in the classroom, school library media and technology center, and home.

Key findings from scientific research studies conducted in Alaska, Colorado, Texas, Pennsylvania, and Massachusetts have indicated the impact of a robust school library media program on the reading scores of students in all grade levels.

- Baughman, James C. *School Libraries and MCAS Scores*. 2000. <http://web.simmons.edu/~baughman/mcas-school-libraries/Baughman%20Paper.pdf>
- Lance, Keith Curry, et.al. 1999. *Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools*. <http://www.library.state.ak.us/dev/infoemp.html>
- Lance, Keith Curry, Marcia J. Rodney and Christine Hamilton-Pennell. 2000. *How School Librarians Help Kids Achieve Standards: The Second Colorado Study*. <http://www.lrs.org/documents/lmcstudies/CO/execsumm.pdf>

- Lance, Keith Curry, Marcia J. Rodney and Christine Hamilton-Pennell. 2000. *Measuring Up to Standards: The Impact of School Libraries & Information Literacy in Pennsylvania Schools*. <http://www.statelibrary.state.pa.us/libraries/lib/libraries/measuringup.pdf>
- Smith, Ester G. *Texas School Libraries: Standards, Resources, Services, and Students' Performance*. 2001. <http://www.tsl.state.tx.us/ld/pubs/schlibsurvey/index.html>.

The major factors of school library media programs making the most impact on student achievement include but were not limited to:

1. Level of certified professional and support staffing (In Massachusetts students who were served by a fulltime library media specialist accompanied by an assistant had higher Massachusetts Comprehensive Assessment System [MCAS] scores);
2. More open flexible hours (not tied to specific skill instruction taught in isolation, when students can access the LMC when they need and want to);
3. More print volumes per student;
4. More current subscriptions to magazines and newspapers;
5. More per pupil expenditures on LMC materials;
6. Library media staff planning and teaching collaboratively with teachers;
7. Library media standards aligned to curriculum framework;
8. Library media staff providing in-service training to teachers;
9. Ability to provide student access to online information within and beyond the walls of the library media center;
10. Collection development policy including reconsideration requests;
11. Library media staff assisting teachers to access and use information;
12. Library media staff participating in curriculum meetings;
13. Library media staff meeting and planning with colleagues in the district.

Other scientifically based research studies from the CEO Forum, Metiri Group, and the Milken Family Foundation, have also indicated the impact of effective technology integration on the reading scores of students in all grade levels.

- *CEO Forum School Technology and Readiness Report. Key Building Blocks for Student Achievement*. 2001. [www.ceoforum.org](http://www.ceoforum.org).
- Metiri Group. 2002. "What We Know -Research". <http://www.metiri.com/Solutions/Research.htm>
- Schacter, John. 1999. *The Impact of Educational Technology on Student Achievement: What the Most Current Research Has to Say*. Milken Family Foundation. <http://www.mff.org/publications/publications.taf?page=161>
- Schacter, John. 1999. *Reading Programs that Work: A Review of Programs from Pre-Kindergarten to 4th Grade* Milken Family Foundation, <http://www.mff.org/publications/publications.taf?page=279>

The common elements from these technology studies indicated that the major factors that impact student achievement in a technology rich learning environment include but were not limited to:

1. Clear and measurable objectives that include:
  - a. Improved language skills
  - b. Overall language comprehension
2. Technology applications that include higher order thinking skills:
  - a. Inference
  - b. Making predictions
  - c. Finding context clues
  - d. Knowledge acquisition
  - e. Comprehension
  - f. Application
  - g. Analysis
  - h. Synthesis
  - i. Evaluation
3. Parent involvement
4. Increased time on task

5. Frequent feedback
6. Student's attitude toward learning
7. Student's engagement levels during the learning activities.

Ample opportunities for students to practice the reading skills they are learning as they utilize these print and multi-media materials will occur:

In the School Library Media and Technology Center by the professional staff:

- Collaboratively purchasing with the classroom teacher and cataloging multiple copies of rotating classroom collections or story kits;
- Reinforcing what the children are learning in the classroom through reading incentive programs;
- Collaborating with teachers on authentic units that integrate the five essential components of reading, the Wisconsin Model Academic Standards on Reading and Information and Technology Literacy;
- Offering opportunities to meet with authors who can inspire children to read more and apply their reading and writing skills to their own creative endeavors either in person or virtually through websites such as TeachingBooks.Net <http://www.teachingbooks.net>;
- Modeling fluent reading by reading aloud books that contain the same words the student knows or can decode easily and that engage the early reader's imagination;
- Modeling fluent reading by reading aloud new and award winning books that capture the readers interest and can be shared at home with parents;
- Providing a flexibly scheduled program for reading fluency practice during and after school;
- Building a collection of a variety of text and multimedia resources that contain the same vocabulary words or words that can be decoded easily that are being learned in the classroom including:
  - Predictable books
  - Decodable books
  - Transitional books
  - Big Books
  - Easy Readers
  - Authentic literature and nonfiction
- Guiding the children to the various other areas of the library and technology network that offer reading materials for all abilities and on all subject matters;
- Offering open and flexible checkout of any materials that interest the child;
- Reviewing and building a collection of print and multimedia materials that is based on the five essential components of effective reading instruction, curriculum concepts, student reading interests, and engaging expository and narrative texts;
- Reviewing and building a collection of software and Internet sites that students can access on the computers in their classroom, library, or home that compliment and incorporate the five essential components of reading instruction and offer guidance and immediate feedback for improving word recognition, reading fluency, and comprehension, e.g., Between the Lions <http://pbskids.org/lions/> and Reading Rainbow <http://gpn.unl.edu/rainbow/>;

In the home by the parents:

- Receiving and using materials that were designed for parents such as *Put Reading First: Helping Your Child Learn to Read A Parent Guide* and *Reading Together In Kindergarten Handbook: A Monthly Guide For Facilitator* by Helen Davig and Cindy Jacobson <http://www.holmen.k12.wi.us/district/districtinformationandservices/instructionalservices/publications/rtkbookletweb.doc>
- Receiving and using materials from organizations such as the American Library Association <http://www.ala.org> and Between the Lions <http://pbskids.org/lions/>
- Visiting the public library with their children and obtaining a library card for each child
- Attending story hours and summer reading programs with their children

- Practicing the sounds of language by reading books with rhymes, poetry, and children's songs
- Rereading familiar books
- Playing simple word games
- Helping their child listen to beginning and ending sounds and putting separate sounds together
- Practicing the alphabet by pointing out letters where ever they see them
- Reading a variety of books to their child including alphabet and picture books
- Listening patiently to their child reading words and books from school
- Building reading accuracy by pointing out words that were missed or mispronounced and then asking the child to read the sentence again
- Asking the child comprehension questions about the characters, places, and events
- Setting certain times aside that are family reading times

In order to assess this section of the application the following criteria for standard and exemplary awards will be used:

### **LEA Proposal**

<b>Meets Standard</b>	<b>Exemplary</b>
<p>Proposal describes how the LEA will:</p> <ol style="list-style-type: none"> <li>a. promote reading and library programs that provide student access to a diversified collection of engaging print and multi-media materials;</li> <li>b. provide open and equal access and circulation to a large collection of diverse resources that meet the different reading levels, interests, and instructional needs of the students at all grade levels;</li> <li>c. provide evidence of collaboration between the school library media and technology specialists, local public librarian (if applicable) K-3 classroom and K-12 special education teachers, reading teachers and reading specialists;</li> <li>d. include a listing of the names and job descriptions of professional and paraprofessional staff that are involved in school library media and technology services in the eligible schools;</li> <li>e. provide evidence of the planned growth of collections in both expository and narrative texts;</li> <li>f. provide evidence that the materials used are aligned with the five essential components of effective reading instruction and the WI Model Academic Standards for English and Language Arts.</li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <p>Proposal articulates how the district will:</p> <ol style="list-style-type: none"> <li>a. evaluate the collection of materials;</li> <li>b. indicate the ratio of the students served per full time library media and technology professional and support staff in the eligible schools</li> <li>c. include (if applicable) how the Reading First Program will be coordinated with the Literacy through School Libraries Federal Program.</li> </ol>

In order to assess this section of the application the following criteria for standard and exemplary awards will be used:

### **Building Level School Application**

<b>Meets Standard</b>	<b>Exemplary</b>
<p>Proposal describes how the school will include:</p> <ol style="list-style-type: none"> <li>a. documentation on how the school will promote reading and library programs;</li> <li>b. documentation on how the school will provide open and equal access and circulation to a large collection of diverse resources that meet the different reading levels, interests, and instructional needs of the</li> </ol>	<p>Proposal meets all conditions listed under 'Meets Standard.'</p> <p>Proposal articulates how the school will:</p> <ol style="list-style-type: none"> <li>a. evaluate the collection of materials;</li> <li>b. indicate the ratio of the students served per full time library media and technology professional and support</li> </ol>

<p>students at all grade levels;</p> <p>c. evidence of collaboration between the school library media and technology specialists, local public librarian (if applicable) and K-3 classroom and K-12 special education teachers;</p> <p>d. a listing of the names and job descriptions of professional and paraprofessional staff that are involved in school library media and technology services in the eligible schools;</p> <p>e. evidence of the planned growth of collections in both expository and narrative texts.</p> <p>f. services in the eligible schools;</p> <p>g. evidence of the planned growth of collections in both expository and narrative texts;</p> <p>h. provide evidence that the materials used are aligned with the five essential components of effective reading instruction and the WI Model Academic Standards for English and Language Arts.</p>	<p>staff in the school</p> <p>c. include (if applicable) how the Reading First Program will be coordinated with the Literacy through School Libraries Federal Program.</p>
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### ***1.D.x Competitive Priorities***

High need schools will receive additional points, to be added to their total evaluation score, as part of the competitive priority, e.g., LEAs/schools with the highest poverty (greater than 40 % or over 100 students), lowest performance (percent of students scoring *below* the proficient category on the WRCT or WKCE or schools that feed into schools — over 40% or over 100 of the total number of students enrolled).

LEAs/schools' proposals will be ranked on two characteristics: Reading Achievement and Poverty. Bonus Points will be prorated according to the following:

	<b>Reading Below Proficient</b>	<b>Poverty</b>
Highest Percent in geographic regions	100% of 10 points	100% of 10 points
Lowest Percent in geographic regions	0 points	0 points

An additional 10 points will be available for schools identified as a school in “Improvement” status under Wisconsin’s Accountability System. Additionally, 5 points will be available for schools identified as SAGE schools in “Improvement” status or P-5 schools in “Improvement” status. There are a total of 35 bonus points possible.

## 1.E. Process for Awarding Subgrants

### 1.E.i. Notification Process

The Division for Reading and Student Achievement will be responsible for managing the competitive grants process for Reading First funds. The WDPI has six strategies to ensure that all eligible LEAs will be notified of the availability of competitive Reading First subgrants and the application requirements.

- First: The Wisconsin Reading First Leadership Team includes representatives of several LEAs with large numbers of eligible schools. By involving them in reviewing the Wisconsin Reading First application, they will have knowledge of the program and its requirements.
- Second: Upon notification of the Reading First grant funding from the USDE, a letter from State Superintendent Elizabeth Burmaster will be sent to all eligible LEAs, both urban and rural, formally notifying them of their eligibility and explaining the eligibility selection criteria.
- Third: All SEA sponsored conferences will include sessions that focus on providing information to LEAs eligible for Reading First.
- Fourth: The WDPI, in cooperation with regional agencies, will hold distance-learning workshops for all eligible LEAs, rural and urban, in Spring 2003. These workshops will ensure that eligible LEAs understand:
- the WDPI Reading First plan and the research upon which it is based
  - the state-level professional development plan and timeline for LEA participation in that plan
  - requirements for competing for Reading First subgrants
  - the application form, the evaluation criteria and how it will be applied to the grant proposals, the guidance, the grant application timeline, and the subgrant review process
  - requirements for evaluation and for providing information to WDPI evaluation contractor

An information binder will be given to each workshop participant. Binder materials will include: the grant competition timeline, the application form, the evaluation criteria, the guidance, an overview of the subgrant review process, and several publications highlighting essential elements of effective reading instruction, e.g., *Put Reading First: The Research Building Blocks for Teaching Children to Read*, and the executive summary of the National Reading Panel report. This same information and links to publications that offer information related to SBRR will be posted on Reading First page of the *No Child Left Behind* section of the WDPI Web site.

- Fifth: The New Wisconsin Promise Reading Leadership Team will provide technical assistance to LEAs as they develop their proposals. LEAs will receive contact information for the internal WDPI Reading First Team, information bulletins via the eligible LEA e-mail group, and through information posted on the Reading First Web page.

Wisconsin will use a two-tiered application form that includes a form for LEAs and a companion form for schools. LEAs will indicate their strategies for:

- identifying eligible schools to be served and not to be served;
- evaluating the instructional strategies and programs based on SBRR that LEAs will use to ensure that schools teach the five essential components of reading;
- evaluating instructional materials based on SBRR that LEAs and schools will use;
- designating individuals to provide instructional leadership and providing training for instructional leadership and LEA personnel;
- developing a plan for district-based professional development;

- developing a plan for district-based technical assistance;
- administering state-required outcome assessments;
- selecting screening and diagnostic assessments from the short list provided by WDPI; and using the required progress monitoring assessment;
- identifying evaluation strategies that measure the effectiveness of the Reading First program;
- ensuring access to print and multimedia material.

Eligible schools identified to be served by LEAs will indicate their strategies for

- evaluating the instructional strategies and programs based on SBRR that they will use to teach the five essential components of reading;
- evaluating instructional materials based on SBRR that schools will use;
- designating individuals to provide instructional leadership and providing training for instructional leadership;
- developing a plan for school-based professional development;
- administering state-required outcome assessment;
- selecting screening, diagnostic, and progress monitoring assessments from the short list provided by WDPI or identifying screening, diagnostic, and progress monitoring assessments that are valid and reliable;
- identifying evaluation strategies that measure the effectiveness of the Reading First program;
- ensuring access to print materials and multimedia materials.

In response to Reading First Request for Proposals (RFP), LEAs/schools will be required to present a well-documented plan for meeting specific educational needs. Proposals will be comprehensive and specify strategies necessary to implement programs based on SBRR and develop an intensive professional development plan to support rigorous implementation of reading instruction programs that focus on the five essential components of effective reading instruction.

### ***1.E.ii. Subgrant Selection Process***

The Governor's and WDPI's staff along with the Reading First Leadership Team will solicit nominations for the subgrant application review panel. The panel will be convened by Governor's and WDPI's staff. The review panel will be comprised of professionals who are knowledgeable about SBRR. Grant applications submitted to WDPI will be reviewed, scored, and recommended for award.

The department will award the subgrants in Summer 2003. Should an insufficient number of subgrants be awarded in response to the initial RFP, the WDPI will work directly with eligible LEAs and schools to help them understand SBRR and the grant application requirements

The recommendations for subgrant awards will be presented to the Reading First Leadership Team. After review, the recommendations will be forwarded to the State Superintendent for Public Instruction and the Governor who will make the final award decision. Successful applicants will be notified of their selection for grant award. The application will be negotiated with each successful applicant. Notice of Grant Award will be issued and LEAs/schools will begin their proposed programs.

### ***1.E.iii. Number and Size of Subgrants***

Of the highest priority LEAs/schools estimated to be eligible to compete for Reading First funding only about 40 to 60 will be funded each year. Grants will be awarded to those LEAs/schools who submit the highest quality proposals as determined by the expert review panel. See Section 1.C *State Definition of Subgrant Eligibility* for detailed explanation of number and size of subgrants.

The minimum grant award is \$50,000 and the maximum grant award is \$300,000 per eligible school dependent upon school size and need.

High-need schools will receive additional points, to be added to their total evaluation score, as part of the competitive priority. See section 1.D.x., Competitive Priorities.

### ***1.E.iv. Timeline for Subgrant Process***

The WDPI proposes to hold one round of competition for the initial grant cycle. The following timeline describes the subgrant process. *Please see the Reading First website for the most up-to-date timeline.*

<b>Wisconsin Reading First Subgrant Review Activities</b>	<b>Tentative Timeframe</b>	<b>Person(s) Responsible</b>
1. Notify all eligible LEAs of the <i>Reading First</i> program.	Summer 2003	State Superintendent or Designee
2. Launch the <i>Reading First</i> Web page to facilitate communication regarding SBRR practices and activities, RFP, grant application form, evaluation criteria, and guidance.	Summer 2003	Governor's Staff DPI Technology Staff
3. Send the formal request for proposal (RFP) to all eligible school districts.	Summer/Fall 2003	Governor's Staff DPI Staff
4. Include <i>Reading First</i> informational sessions in all SEA sponsored conferences.	2002 - 2005	Governor's Staff DPI Staff
5. Conduct workshops to inform eligible districts of <i>Reading First</i> , SBRR, and the grant application process, evaluation criteria, and guidance.	Fall 2003	RFLT Reps Governor's Staff DPI Staff
6. Establish the review panel for the evaluation of the <i>Reading First</i> proposals.	Fall 2003	RFLT Reps Governor's Staff DPI Staff
7. Provide training and orientation for statewide review panel regarding SBRR, application requirements, and evaluation criteria.	Fall 2003	RFLT Reps WI Reading Experts Governor's Staff DPI Staff
8. Grant applications due to SEA.	Dec 2003	LEA Staff DPI Staff
9. Convene the statewide review panel to evaluate the grant proposals.	Winter 2004	RFLT Reps WI Reading Experts Governor's Staff DPI Staff
10. Award grants to districts.	Jan/Feb 2004	Governor State Superintendent



## ***1.E.v. Subgrant Review Process***

The subgrant review will be conducted using a four-step process.

- Step 1. The review panel will demonstrate deep understanding of SBRR and receive extensive training on the Reading First application requirements and evaluation criteria from the internal Reading First work group. Reviewers will be led through a discussion on the subgrant process, selection criteria, and the strategies used to ensure that only high quality LEA proposals will be funded. Part of this discussion will be to lead the group members through a sample application that will allow them to understand the review process and to address any questions or concerns that they may have about the applying the evaluation criteria to the grant proposals.
- Step 2. The review panel members will be divided into groups of three with the intent of reviewing and awarding points to each of the applications. These groups will then receive an equal number of applications. Each group will identify a “group leader” who will be responsible for receiving and returning applications to WDPI staff. Each group member will individually read and score the application using the evaluation review criteria and complete the evaluation form. After all individual group members have scored their applications, the group will reconvene and review their individual scores for each component of the application as well as their total application score. Each group will be responsible for providing “reader comments” to each reviewed application. These comments are critical and are part of the technical assistance that the WDPI will provide to LEAs.

In the case that the individual members’ total scores are not the same, the group will determine the overall total score in 2 ways. First, if the three group members’ scores vary within a 10 point range, the group members may average the three scores and then determine a final group score. For group members’ scores that vary more than 10 points, the groups must discuss the application, identify any areas of concern and the differing scores from each of the individual members, and then determine the final score. In cases in which a group is unable to determine an overall score, another team will review the application. After all of the groups’ applications have been reviewed and scored, the groups will rank order the individual LEA applications by their total score

The group must determine which applications address the criteria for high quality listed in the legislation and make recommendations to the Reading Leadership Team. The review panel groups will provide the governor and state superintendent a list of recommended LEAs that should be funded and those that should not be funded.

The state superintendent, using the review panel’s recommendations, will determine the cut score that all funded school applications must meet in order to be funded.

- Step 3. During step 3, a phone interview will be conducted with LEAs that have met or exceeded the cut score. During this interview, a series of questions will be asked of LEAs to clarify any questions or concerns that the review panel may have had, (e.g., how did you determine which schools will be served?) and to determine the final funding level for the LEA applications. A timeline will be provided to the district to supply additional information and/or to address any budgetary concerns.
- Step 4. After the interviews have been completed, the governor and state superintendent, with guidance from the Reading Leadership Team, will make the final decision on which districts will be funded. Note: Wisconsin is the only state in the union that does not have a statewide school board.

The WDPI staff will conduct a discussion with the review panel members to solicit comments on the LEA applications and the subgrant review process. Based on their responses, future reviews will be improved.

**Description of the qualifications of reviewers:**

The members of the review panel will demonstrate deep knowledge of SBRR and knowledge or experience with:

- improving the instructional practices of educators through the use of intensive, sustained professional development;
- selecting reading programs/materials based on SBRR;
- acting as a resource in a school or district to develop and coordinate a comprehensive K-3 reading program based on SBRR;
- working with administrators to support and implement the reading curriculum;
- coordinating the reading curriculum with other reading programs and other support services within the school district;
- evaluating reading programs based on SBRR.

**1.F. State Professional Development Plan**

In order to improve student achievement in reading and to maintain growth as measured by local, state, and national assessments, it is vital that a system of high quality, sustained professional development be implemented both at the local and state levels. It is well documented that knowledgeable, well-informed teachers can and do make a significant difference in the performance of their students. McLaughlin's (1994) research demonstrated the powerful impact that professional development can have on improving and sustaining effective teaching practices. Increasing the capacity of the teaching staff, paraprofessionals, and administrators in schools requires that we provide opportunities in both the content and the pedagogy of effective reading instruction. It also means providing long-term, curriculum-based support related to teacher practice. Educators who experience the power of reflective practice and collegial learning environments are able to make sound instructional decisions. By focusing on the teaching and learning of reading, the goal of improved student achievement in reading can become a reality. "Single workshops unconnected to an overall plan of school wide improvement are ineffective. Likewise, the superficial treatment of complex information should be replaced by study, practice, implementation, and evaluation of instruction supported by research. Sustained and continuous professional growth toward effective literacy instruction is every educator's and every school's responsibility." (Learning First Alliance, 1998). Given this evidence, we propose a professional development program that approaches reading instruction in a variety of methods and venues, supported by a professional development provider to sustain a clear and focused approach to reading instruction.

**Wisconsin's Reading First Professional Development Provider Plan**

Wisconsin's professional development plan has been designed in consultation with INSIGHT, a professional development division of McGraw-Hill. INSIGHT Professional Development division of McGraw-Hill has 17 years of demonstrated success in delivering comprehensive professional development to the educational community. They are passionate in their belief that improving teacher knowledge and teaching skills is the best way to impact learning and student achievement. In addition, they agree that ongoing support and collaborative learning are essential for lasting change and results-driven outcomes.

In the past three years, more than 100,000 participants have been involved in INSIGHT professional development. Hundreds of school districts, representing rural, suburban, urban, and varying

demographics, chose INSIGHT to provide comprehensive SBRR professional development and follow-up implementation support.

INSIGHT's 60 exceptional practitioner consultants, who have masters or doctorate degrees, provide professional development services both nationally and internationally. During the past 17 years, INSIGHT has presented more than 11,500 full days of professional development services and follow-up support services. Professional development credit is available from Loyola Marymount University.

In January of 1998, INSIGHT Professional Development was approved by the California State Board of Education for their K-3 AB1086 professional development submission. Marion Joseph, the CA State Board Member who reviewed all training submissions, asked that INSIGHT Director of Literacy, Dr. Donna Brewer, stand up at the board meeting to receive accolades for their clear understanding and integration of *Scientifically Based Reading Research* throughout the INSIGHT K-3 AB1086 training modules.

In the summer of 1999, INSIGHT was approved by the California State Board of Education for Grades 4-8 AB1086 professional development submission, with Marion Joseph again as the reviewer.

In the spring of 1999, INSIGHT pre-K – grade 8 services were approved by the New York City Board of Education for LITERACY: RFP 1B114. In 2000, INSIGHT pre-K – grade 8 services were approved by the New York City Board of Education for SUMMER SCHOOL SERVICES: RFP 1B331. In 2002, INSIGHT pre-K – grade 8 services were approved by the New York City Board of Education for LITERACY INSTRUCTION AND PROFESSIONAL DEVELOPMENT: RFP 1B722.

INSIGHT Professional Development was selected by Dr. Isabel Beck and Dr. Margaret McKeown from the University of Pittsburgh to be the exclusive national distributor of their “Questioning the Author” professional development program. This grades 3-12 comprehension model has seven years of research funded by the U.S. Department of Education. Dr. Beck and Dr. McKeown trained and certified INSIGHT consultants in this model. INSIGHT recently was selected by the National Staff Development Council to have the “Questioning the Author” professional development program included in their two new 2003 publications on “What Works: Results-based Staff Development.”

INSIGHT's professional development authors and mentor trainers are nationally renowned educational experts. For example, Dr. Judith Cohen, the co-developer of INSIGHT's phonemic awareness and phonics professional development modules has consulted on numerous occasions with the U.S. Department of Education-funded Haskins Laboratory at Yale University on the use of syllable types and syllable division guidelines to help students master vowel patterns and multi-syllabic words, which is a key component of the INSIGHT phonics module. Dr. Wendy Cheyney, the other co-developer of our phonemic awareness and phonics modules is Associate Dean of Academic Affairs and Special Education at Florida International University. Dr. Shira Lubliner's Reciprocal Teaching module has been endorsed in the forward of her professional resource/INSIGHT participant manual by Dr. Annemarie Palincsar. Dr. Palincsar is a renowned researcher and served on the National Research Council. In her forward, she described how Dr. Lubliner's content and strategies translate the reciprocal teaching research into practical classroom application. These educational experts are only a few examples of their expert professional development authors.

Houston Public Schools and Nashville Public Schools are two examples of recent professional development contracts with large urban districts. In the summer of 2001, INSIGHT provided a Summer Literacy Academy for 300 grades K-8 Nashville educators in phonics and comprehension. In January of 2002, in collaboration with Dr. Hilda Gentry, Director of Reading for Houston, INSIGHT trained Houston's 57 district trainers in a Train-the-Trainer program for the reciprocal teaching module. In addition to this, INSIGHT provided training for 400 Houston second grade teachers for a customized tutoring/intervention program.

The Texas Reading Academies additionally include emphasis on such comprehension strategies that are incorporated into INSIGHT training, such as Retelling, Reciprocal Teaching, and Questioning the Author.

INSIGHT offers support for continuous professional development for educators that reflects the SBRR research and recommendations of effective school reform. INSIGHT has a solid reputation for providing quality professional development based in SBRR. Their professional development staff has impressive credentials (see attached resumes) and are well-respected. INSIGHT's training has recently been recognized by the National Staff Development Council for its comprehensive approach and its demonstrated effectiveness.

The Wisconsin/INSIGHT professional development program is designed to provide high quality training in SBRR; essential components of reading instruction; instructional strategies, programs and materials; instructional leadership training; evaluation of both students and programs; and access to print. The state plan provides guidelines for state, LEA, and school responsibilities and requires participation of instructional leadership, reading teachers, Title I teachers, K-3 teachers, K-12 special education teachers, library media specialists and assessment coordinators. Little (1003) emphasized the importance of establishing collegial relationships that will ultimately encourage collaboration, problem solving, sustainability of research-based practices, and the growth of teacher professional networks. The total professional development for each individual must equal at least 36 hours of focused training. This total is reached through training offered by SEA, LEA, and/or school activities and is cumulative. Each of the components of Wisconsin's professional development plan is outlined in the chart below.

#### **Wisconsin's Reading First Professional Development Provider Plan**

<b>Event</b>	<b>Audience</b>	<b>Content Focus</b>	<b>Agency Responsible</b>
Two-day Leadership Academy Planning Meeting	WDPI staff, the Director of INSIGHT Literacy, and lead INSIGHT consultants	Planning to insure coherent integration of INSIGHT SBRR content with identified Reading First goals, the five essential components of reading, Wisconsin standards, and assessment/accountability plan.	SEA/INSIGHT staff
Statewide Reading Academy (5 days)	LEA leadership team (at least 2 members), RF Coordinator, School Building RF Coordinator	<ol style="list-style-type: none"> <li>1. Overview of Reading First requirements;</li> <li>2. Intensive instruction in SBRR and each of the five essential components of reading instruction;</li> <li>3. Ongoing, formative, and summative assessment and evaluation;</li> <li>4. Data driven decision making to impact student achievement;</li> <li>5. Teaching students with special learning needs, to include ELL and special education students;</li> <li>6. Aligning Wisconsin standards to curriculum, resources, assessment, and research-based instruction;</li> <li>7. Coaching and mentoring strategies for adult learners;</li> <li>8. Modeling/Demonstration/Practice in classrooms;</li> <li>9. Observation and feedback;</li> <li>10. Collaborative sharing and planning;</li> <li>11. Group study and cross-grade articulation; and</li> <li>12. Systemic cohesiveness/support, to include administrator and parental involvement.</li> </ol>	SEA/INSIGHT

<b>Event</b>	<b>Audience</b>	<b>Content Focus</b>	<b>Agency Responsible</b>
Regional Reading Academies (one format repeated 4 times) 3 days each.	Building teachers (approximately 600 total)	Components 1-6 identified above.	SEA/INSIGHT
Follow-up Implementation Support	Building teachers	Strengthen capacity of school-based reading coaches and provide supportive implementation for classroom teachers based on unique site needs. Six visits from INSIGHT consultant to each school per year	SEA/INSIGHT
Building level coaching	K-3 teachers, and K-12 special education teachers	Specific strategies for implementing reading programs based on SBRR	LEA/Publishers
Training on alignment	Building RF coordinators, teachers	Alignment of RF goals/strategies with state and lea standards	LEA/DPI staff
Training in use of specific assessment instruments	Building RF coordinators, teachers	Administration and use of chosen screening, diagnostic, progress monitoring instruments as well as required progress monitoring and outcome measures.	LEA/publisher
Local Data Retreat	LEA Leadership	Interpretation of district reading performance and school data, strategies for coaching staff not demonstrating implementation of SBRR practices	LEA
Training in specific strategies for instruction	Building teachers	Specific training related to the school's adopted SBRR practices	School/publishers

## **New Professional Development Activities for Wisconsin Reading First**

### **Two-day Leadership Institute Planning Meeting**

Wisconsin Department of Public Instruction staff, the Director of INSIGHT Literacy, and lead INSIGHT consultants will collaboratively plan to insure coherent integration of INSIGHT SBRR content with Wisconsin standards, assessment/accountability plan, and identified Reading First goals.

### **Statewide Reading Academy**

A Statewide Reading Academy, offered each summer, will generate knowledge of SBRR, highlighting the five key components of the NRP report and implications for best reading practices.

1. Overview of Reading First requirements,
2. Intensive instruction in SBRR and each of the five essential components of reading instruction,
3. Ongoing, formative, and summative assessment and evaluation,
4. Data driven decision making to impact student achievement,
5. Teaching students with special learning needs, to include ELL and special education students,
6. Aligning Wisconsin standards to curriculum, resources, and research-based instruction,
7. Coaching and mentoring strategies for adult learners,
8. Modeling/Demonstration/Practice in classrooms,
9. Observation and feedback,
10. Collaborative sharing and planning,
11. Group study and cross-grade articulation, and
12. Systemic cohesiveness/support, to include administrator and parental involvement.

## Four Regional Academies

WDPI will form collaborative partnerships with regional providers such as Cooperative Educational Service Agencies (CESAs), IHEs, professional associations, academies, and others to host professional development which replicates that of the Statewide Reading Academy with the exception of specific administrative training provided there. Professional trainers from INSIGHT will replicate the content of the Academies above.

These academies will be available to instructional staff from both Reading First schools and other districts in the state. The Department will invite and encourage the participation of non-Reading First districts in these academies and will provide technical assistance concerning the specific modules used. These events will be funded from Reading First monies which are part of the SEA allocation.

## Distance-Learning Assessment Sessions

Distance learning sessions (one event broadcast to four sites) concerning assessment practices and data collection using the SEA assessment plan will be provided for an anticipated attendance of 600 instructional staff. They will be presented by publishers' staff and the WDPI assessment coordinator.

## Data Retreats

The WDPI will sponsor four regional data retreat for LEA staff to assist them with interpretation of testing data, its implications for programming and the process for making those necessary changes to enhance student achievement in Reading First schools. This training will be required of Reading First LEAs, but will be made available to all district level personnel on a space available basis. They will be presented by NCREL staff using the "ToolBelt" materials.

## WDPI Reading First Technical Assistance/Monitoring Consultants

Additionally, WDPI will form collaborative partnerships to provide a series of at least three consultation meetings with school district leadership, reading specialists, school improvement leadership, and reading professional consultants to discuss specific programmatic issues, SBRR, instructional issues, evaluation techniques, and interpretation of data for classroom level instruction. By working closely with the various instructional leaders, elementary principals will have the necessary opportunities to play a key leadership role in building capacity for Reading First and ensuring sustainability of effective early reading programs.

## Materials Production

The WDPI in partnership with the *Wisconsin Educational Communications Board* will explore the possibility of designing an educational series to be used as part of WDPI's state professional development plan to improve reading performance. This series will include a companion series for students that will focus on comprehension strategies identified in *Put Reading First: the Research Building Blocks for Teaching Children to Read*. This series will be modeled after Wisconsin's successful *Storylords* video series that focuses on helping students in the early elementary grades use reading comprehension strategies.

## Leadership for Professional Development

### Training for Years Two and Three for Reading First Schools

#### **Regional Teacher/Administrator Three-day Reading Academy:**

Intended for new staff in RF schools and to expand training statewide  
(Content Frame: See year one description)

#### **Content Modules to Deepen Vocabulary/Comprehension Knowledge/Strategies**

(Content Frame: 1) Reciprocal Teaching six-hour module, 2) Understanding Nonfiction six-hour module, 3) Nonfiction Retelling six-hour module)

<b>Optional Administrator and/or Parent Seminars</b> (Content Frame: Two-hour modules to provide systemic understanding and cohesive support of content modules listed above.)
<b>Customized Programs</b> (Content Frame: Based on identified needs of leadership teams, reading coaches, and classroom teachers)
<b>Follow-up Implementation Support</b> (Content Frame: Strengthen capacity of building reading coaches, and supportive implementation for classroom teachers based on unique site needs)

The sessions provided for assessment will be provided through a combination of test publisher in-service, NCREL’s “ToolBelt, a Collection of Data-Driven Decision-Making tools for Educators” and the WDPI Reading First Assessment Coordinator and staff.

Wisconsin will provide linkages to the publishers listed in our Comprehensive Instructional Strategies and Programs section (1.D.iii). The publishers will provide quality professional development to the teachers in Reading First school buildings. This professional development will focus on effective reading instructional practices, pace of instruction in key areas in the literacy instructional block of time, and opportunities for practice. The publishers of the supplementary materials and resources are to provide professional development as deemed necessary by the Reading First teachers or principal, Reading First Literacy coordinator, or the Wisconsin technical assistance/monitoring consultants.

### **Desired Outcomes for Reading First Training**

Wisconsin teachers, administrators and reading leaders will gain a solid knowledge of the scientifically based reading components listed below, and an in-depth understanding of how to translate this SBRR knowledge into effective classroom practice to accelerate student reading achievement.

- Research on how children acquire language and learn to read
- Research on how proficient readers read
- Structure of the English language
- Sound structure of English, including phonological and phonemic awareness
- Sound-symbol relationship (the alphabetic principle)
- Decoding, word attack
- Systematic, explicit phonics and structural analysis instruction
- Reading fluency, including oral reading skills
- Comprehension and critical thinking
- Vocabulary development, to include listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary
- Planning and delivery of appropriate reading instruction based on assessment and evaluation

K-3 teachers will be provided with the “what” and “why” of effective reading instruction and the “how” for implementing the instructional components that meet the literacy needs of all students, including English language learners and special needs students.

## **Knowledge and Performance**

### **Phonological and Phonemic Awareness**

The INSIGHT Reading First Academy teaches K-3 educators:

- Knowledge and strategies for assessing phonological awareness and phonemic awareness.
- Knowledge and strategies for analyzing and evaluating this assessment data to determine effective phonological and phonemic awareness instruction in sentence/word awareness, rhyming, syllable awareness, alliteration, onset and rime awareness, phonemic segmentation, phonemic blending, and phonemic manipulation.

- Knowledge and strategies in modeling and demonstrating the developmental levels of phonological and phonemic awareness using multisensory activities.
- Knowledge and strategies in metacognition to help students understand the value, utility, and application of phonemic awareness and how to use it in reading (linking of sound and symbol).
- Knowledge and strategies for teaching phonemes to students with reference to place and manner of articulation to heighten student's awareness of individual sounds and how they are made.
- Knowledge and strategies for balancing lessons that include alternately planned interactions between phoneme awareness and reading, writing, and spelling activities.

## **Phonics, Decoding, and Fluency**

The INSIGHT Reading First Academy teaches K-3 educators:

- Knowledge and strategies for developing print awareness in students through direct instruction in letter recognition/naming/formation and concepts of print.
- Knowledge and strategies for helping students understand the alphabetic principle that letters have corresponding sounds that make words when combined.
- Knowledge and strategies for modeling and demonstrating how letters and letter patterns map onto speech segments.
- Knowledge and strategies for systematically teaching students phonetic elements by gradually building from basic elements to more subtle and complex patterns (conveying the logic of the system).
- Knowledge and strategies for teaching students how to sequentially blend sounds in a word in order to learn to decode words and how changing the order of the letters and letter patterns changes the order of the sounds.
- Knowledge and strategies for modeling and demonstrating how to blend all of the letter and letter pattern sounds to decode a word through the use of multisensory activities.
- Knowledge and strategies for accelerating students from sound-by-sound reading to reading by analogy and rapidly processing larger units of print.
- Knowledge and strategies for maximizing student practice of the phonetic elements taught during instruction for insuring fluent application.
- Knowledge and strategies for assessment and diagnosis of reading deficiencies and how to evaluate the data to determine the next steps in decoding instruction.
- Knowledge and strategies for teaching high frequency words and sight words through multisensory activities.
- Knowledge and strategies for promoting generalizations and the integration of skills into context.
- Knowledge and strategies for having active, thinking discussions with students about connections, analogies, and comparisons of details of the symbol/sound system and word-attack strategies as students tackle unknown print.
- Knowledge and strategies for monitoring and reinforcing skills across time for scaffolding and maintenance of learning.
- Knowledge and strategies for teaching the reciprocity of reading and writing and how to integrate reading/writing activities into a balanced comprehensive program.
- Knowledge and strategies for providing positive, explicit, corrective feedback for word identification errors (following opportunity for student self-correction).
- Knowledge and strategies for increasing word recognition from accuracy to automaticity and fluency such as repeated oral reading with feedback and guidance.
- Knowledge and strategies for impacting the relationship between fluency and comprehension.
- Knowledge and strategies for appropriate rate or pace, using proper phrasing, and using meaningful expression and intonation.
- Knowledge and strategies for modeling fluent reading.
- Knowledge and strategies for selecting passages at the proper instructional level to improve fluency.



- Knowledge and strategies for maximizing fluency such as student-adult reading, choral reading, tape-assisted reading, partner reading, and readers' theatre.
- Knowledge and strategies for assessing fluency and tracking results.

## **Comprehension, Vocabulary, Prior Knowledge, and Motivation**

The INSIGHT Reading First Academy teaches K-3 educators:

- Knowledge and strategies to provide explicit instruction in comprehension that involves modeling and explanation in authentic reading situations.
- Knowledge and strategies for impacting comprehension through vocabulary instruction providing explicit information on word definitions, usage and shades of meaning across contexts, and the study of vocabulary structurally and topically.
- Knowledge and strategies for teaching word relationships such as antonyms, synonyms, analogies, and associations.
- Knowledge and strategies to maximize the effectiveness of reading aloud for developing vocabulary, broadening schema/prior knowledge, increasing understanding of language patterns, and impacting the motivation to read.
- Knowledge and strategies to motivate students to want to read once they know how to read, for a variety of purposes.
- Knowledge and strategies for explicit teaching of summarizing, predicting, clarifying, and questioning.
- Knowledge and strategies to activate students' relevant background knowledge, increase understanding of the world, and expand interests through reading fiction and non-fiction text.
- Knowledge and strategies to employ the sentence structure within text to enhance comprehension.
- Knowledge and strategies that help to make the comprehension process visible such as graphic organizers and story maps.
- Knowledge and strategies that encourage visualization and metacognition to enhance comprehension.
- Knowledge and strategies for incorporating question generation in reading instruction, content-area studies, and writing instruction.
- Knowledge and strategies for pre-reading, during reading, and post-reading to facilitate literal, inferential, and evaluative comprehension of narrative and expository text.

## **Interwoven Components**

- Reading First requirements
- Understanding of Scientifically Based Reading Research
- Practical application of SBRR using "Put Reading First" resource
- Ongoing, formative, and summative assessment and evaluation
- Data driven decision making to impact student achievement
- Teaching students with special learning needs (to include ELL and special education students), early identification of reading difficulties, and effective intervention strategies
- Modeling/Demonstration/Practice of effective classroom instruction
- Parental involvement
- Aligning Wisconsin standards to curriculum, resources, and research-based instruction

### ***INSIGHT Professional Development in a conceptual framework\****

- ***knowledge for practice*** (someone with “more” knowledge tells/teaches teachers what they will need to know to teach others);
- ***knowledge of practice*** (teachers learn from reflecting on their own practice either alone or in some sort of a group;) and
- ***knowledge in practice*** (communities of teachers construct knowledge through a combination of deliberate inquiry, practice, experience and formal knowledge.)

*\*Cochran-Smith and Lytle*

## **Teacher Certification Reform**

The State of Wisconsin has begun restructuring teacher education and licensing. In 1995, a Task force of Wisconsin educators made recommendations for restructuring teacher education and licensing in Wisconsin. The following recommendations were produced from this task force's efforts:

1. movement from an input system that focuses on course and credit completion to an assessment system that emphasizes successful demonstration of the required knowledge, skills, and disposition;
2. movement from a loosely defined license renewal system to a career-long system of planned professional development for all educators; and movement from a system of multiple and narrow license categories to a broader, more integrated framework of licensing.

As the DPI continues its efforts in restructuring teacher education program approval and licenses, the following standards will guide the DPI, institutions of higher education, and school districts in defining teachers' proficient performance in the knowledge, skills and dispositions of their respective content disciplines.

### **PI 34 Wisconsin Teacher Standards**

#### **Standard 1 Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

#### **Standard 2 Teachers know how children grow.**

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

#### **Standard 3 Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

#### **Standard 4 Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

<b>Standard 5</b>	<b>Teachers know how to manage a classroom.</b>
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	
<b>Standard 6</b>	<b>Teachers communicate well.</b>
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.	
<b>Standard 7</b>	<b>Teachers are able to plan different kinds of lessons.</b>
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.	
<b>Standard 8</b>	<b>Teachers know how to test for student progress.</b>
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.	
<b>Standard 9</b>	<b>Teachers are able to evaluate themselves.</b>
The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.	
<b>Standard 10</b>	<b>Teachers are connected with other teachers and the community.</b>
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.	

These standards form the foundation of teacher performance-based licensure. Each content area has content guidelines that specify performance standards for educators. Wisconsin has developed *Content Guidelines for English Language Arts* from those recommended in *Preventing Reading Difficulties in Young Children*, the International Reading Association's *Standards for Reading Professionals*, and the National Board of Professional Teaching standards. Among additional areas of competence, the content guidelines in reading address:

- literacy development,
- reading programming,
- effective practices,
- research, and
- professionalism.

Changes in teacher education program approval became effective July 2000. All institutions of higher education (IHEs) participate in a program approval process conducted by WDPI consultants.

As the DPI implements its teacher assessment framework, teachers' knowledge, skills and dispositions will be the basis for issuing teacher licenses. This is a major paradigm shift from the "input" approach in which teachers were only evaluated on the number of classes that they had taken regardless of their skills to deliver instruction effectively. Teachers will be required to demonstrate effective research-based instruction in reading and all other areas. All teacher licensing changes become effective July 2004.

Beginning in 2004, under the provisions of PI 34 teacher licensing requirements, each newly licensed teacher is required to develop an individual professional development plan (PDP). K-3 teachers from schools receiving Reading First grants will be encouraged to focus their PDPs on improving reading instruction.

Also, Wisconsin's recently enacted law relating to teacher training is another mechanism to ensure that all teachers complete professional development activities preparing them in all the major components of reading instruction, including phonemic awareness, systematic phonics, fluency, vocabulary, and reading comprehension. As enforced since July 1, 1998, the department may not issue or renew a license that authorizes the holder to teach reading or language arts to pupils in any pre kindergarten class or in any of the grades from kindergarten to 6 unless the applicant has successfully completed instruction preparing the applicant to teach reading and language arts using appropriate instructional methods, including phonics.

The Department has included representatives from IHEs on the Reading First Leadership Team. We will include representatives of the Wisconsin Professors of Reading and chairs of reading in IHEs in our technical support sessions, Academics, and Statewide Reading Academy. The requirements of the licensure reform will be reflected in programming and instruction provided by professors in IHEs. Taken in combination with professors' participation in Reading First grant activities, the probability for instructional change at the IHE level is great.

### **1.G. Integration of Proposed Reading First Activities with Reading Excellence Activities**

The state of Wisconsin did not receive a Reading Excellence grant; therefore, this proposal does not include a description of the coordination of Reading Excellence activities with Reading First activities.

## **SECTION 2. STATE LEADERSHIP AND MANAGEMENT**

In order to provide coherent leadership for improved reading instruction with the assistance of the Reading First Grant, the Wisconsin Department of Public Instruction plans the following.

### **2.A. State Technical Assistance Plan**

The WDPI will provide technical assistance in a systematic and coordinated manner coordinated by the SEA Reading First coordinator. The Reading First coordinator, the assessment specialist, the library media consultant, and the technical assistance and monitoring consultants will be available to all participating schools for consultation either in person, or by telephone or e-mail on an ongoing basis. Wisconsin has designated the specific programs which evidence high quality design and thorough implementation of scientifically based reading research. WDPI will facilitate the relationships between LEAs and publishers to provide program-specific training to insure proper implementation. The SEA monitoring consultants and Reading First coordinators will observe, coach, and provide assistance to staff who are experiencing difficulty in implementing the program. The WDPI Reading First team has also provided a list of supplemental programs which must be used for their designated purpose. WDPI will facilitate training with the providers of these services and the SEA monitoring consultants will observe and insure that materials are being used for their assigned purpose.

The WDPI Reading First team has designated a short list of approved screening and diagnostic assessments, as well as a common progress-monitoring assessment to be used for the ongoing evaluation of students in Reading First schools. WDPI will provide training in the use of these instruments as part of the SEA professional development. The monitoring consultants will facilitate the training of teachers in individual schools with either INSIGHT or the assessment provider, and will provide specific assistance for teachers having difficulty implementing the assessment program. The contractor for statewide assessment will be required to provide training in test administration, data collection, and reporting to all Reading First schools. This training will take place in a variety of venues and methods, including but not limited to video, print, large group and small group meetings across the state.

The SEA professional development plan provides for high quality training contracted through INSIGHT, a division of Wright Group/McGraw Hill. This professional development includes the State Reading Academy, the regional training sessions for teachers, and an INSIGHT consultant who will be on-site at each school 8 times per school year. This strong foundation of consistent and focused training will be supplemented by addition trainers recommended by INSIGHT and/or the outside evaluator.

The library media consultant will provide technical assistance and regional workshops for the Reading First school teams and in particular for the K-3 library media specialists and instructional technology coordinators. These individuals will be collaborating on an on-going basis with the reading specialists, reading teachers, Title 1 teachers, and special education teachers. (See Appendix C- Library Media Consultant Position Description)

To facilitate use of SBRR, WDPI will:

- Provide Reading First information sessions at all major conferences sponsored by the state or professional organizations, e.g. State Superintendent's Conference, Wisconsin State Reading Association Workshops and Annual Conference, Title I Association Fall and Spring Conferences
- Conduct distance-learning technical assistance workshops for eligible LEAs to provide information about SBRR and requirements for grant applications in cooperation with regional agencies
- Conduct the Statewide Reading Academy
- Develop an early literacy guide that focuses on the new knowledge about reading, strategies for closing the achievement gap, effective designs for professional development, and assessments to improve instruction
- Provide workshops for all reading professional consultants and teams from LEAs/schools
- Provide training for LEA/school teams related to assessment of student progress
- Purchase and produce materials based on SBRR and establish Web links
- Develop Reading First Web site.

#### ▪ **MONITORING ACTIVITIES FOR READING FIRST**

The WDPI views its monitoring activities as opportunities for both objective progress reporting and provision of technical assistance to grant award schools. To this end, monitoring of progress will occur through reporting of objective data and through on-site interviews to collect subjective data and provide support and assistance.

- **Report Forms and Data Analysis**

Participating LEAs and schools will complete a common report form at midyear and year end. These report forms will include aggregated and disaggregated test data and its comparison to baseline data, attendance, evaluations of professional development and technical assistance activities, and budget expenditures. The WDPI Reading First Coordinator and WDPI Reading First Assessment Consultant will review the data and provide feedback to the participants, the Reading First Leadership Team, and the Reading First work group. In this way, schools that are in danger of not meeting progress goals or that are recognizing problems with the implementation of their program can be offered assistance immediately.

- **Role of WDPI Reading First Technical Assistance/Monitoring Consultant**

Each participating Reading First LEA will be assigned to a WDPI RF staff consultant who will maintain contact with that LEA and provide assistance at the district and school level as requested. The consultant will provide on-site monitoring/technical assistance at least three times a year. During those visits, interviews with teachers and administrators, observations of classroom activities, and review of upcoming plans will occur. The consultant will also provide technical assistance to the LEA Reading First coordinator, school building administrators, school-building Reading First coordinators, and staff as issues are observed or as assistance is requested.

- **Role of LEA Reading First Coordinator**

Each grantee LEA is required to assign a Reading First coordinator, preferably someone who holds a 317 (Reading Specialist) license. The district must assign this individual with authority for aligning Reading First with state and district standards, interpreting data from participating schools, and providing classroom support to teachers in participating schools. Coordinators are required to attend the State sponsored Reading Academy, data retreats, and regional institutes to insure the consistent application of the SEA Reading First framework. The coordinator is responsible for insuring quality and consistency in program design, application, and implementation.

- **Role of Building Level Leadership and Professional Consultant**

At the building level, designated instructional leadership such as the school building Reading First coordinator and building principal will be required to attend the Statewide Reading Academy, data retreats, and reading institutes. Each Reading First school must contract with a professional consultant through the WDPI INSIGHT partnership. This consultant will provide building-level training, on-going monitoring and coaching and classroom-level technical assistance for the duration of the project.

**Summary of the Three Levels of Monitoring and Technical Assistance**

Thus, monitoring and on-going technical assistance will be provided at three levels. First, at the SEA level, the Reading First initiative and its essential components will be disseminated through the statewide Reading Academy, distance learning assessment sessions, regional academies, data retreats, and best practices institutes. At the second level, the LEA Reading First coordinator is responsible for ensuring the consistent application of the State training at all participating schools, as well as providing assistance on a regular basis to each school. The third level of application comes with the building level leadership (building principals, school building Reading First coordinators, reading teachers, special education educators, and library media consultants) and professional consultant providing on-going, regular training and coaching for each participating classroom.

## **2.B. Building Statewide Infrastructure**

### ***2.B.i. Wisconsin Reading First Leadership***

- **The Wisconsin Reading First Leadership Team**

The former Governor of the State of Wisconsin, in consultation with the State Educational Agency, established a Reading Leadership Team. Membership consists of all required participants, including the Governor of the State, the Chief State School Officer, the chair and ranking member of each committee of the State Legislature responsible for education policy, three Reading First eligible LEAs, community-based organizations that work with children to improve reading, the State Director of Title I programs, a parent of a public school student, three successful teachers of reading, and a family literacy provider. Additional participants of the Wisconsin Reading First Leadership Team include representatives of an institution of higher education that prepares teachers of reading, a non-profit provider of professional development that uses SBRR, an adult education provider, a volunteer organization that is involved in reading programs, and school library media representatives that offer literacy programs for children and families.

- **Team activities and reading/literacy activities in the state**

The responsibility of the Wisconsin Reading First Leadership Team is to ensure implementation of the Reading First legislation in the State of Wisconsin in accordance with HR 1, Title I, Part B, Subpart 1. Based on appointments and nominations, members will oversee the activities carried out in this legislation and ensure that reading achievement will improve across the state through professional development for all K-3 classroom teachers and K-12 special education teachers. The ultimate goal is for all students to be reading at proficient or advanced levels by the end of third grade. The Wisconsin Reading First Leadership Team will guide the activities and services offered and ensure connected literacy activities through its oversight and active participation in the implementation of Reading First throughout its legislative term. A seamless coordinated network of reading improvement efforts will be carried out through the Wisconsin Reading First Leadership Team's continuous involvement in all aspects of the program.

The role of the Wisconsin Reading First Leadership Team will be to monitor and examine the scientific base for instruction in schools that qualify for Reading First grants. Following final appointments of the Reading First Leadership Team members, informational packets were forwarded to members, including copies of the HR 1 Reading First legislation, the application packet, guidance document and criteria for scoring SEA applications. Individuals will be then be invited to share in the preparation and final review of the SEA Reading First application. Their feedback and input will be considered prior to submitting the final application.

Following approval of the SEA Reading First grant, Reading First Leadership Team members will then continue to stay involved in the Reading First initiative as the subgrant process is developed and takes place over the next several months following approval. Part of that role will be to participate in the review process for eligible LEA applications. Their input will be essential in determining which LEAs should receive grant awards based on their respective eligibility and high quality of application.

▪ **Resources available for the Reading First Leadership Team**

As stated above, informational packets regarding the legislation, application, guidance, and application scoring criteria have been forwarded to all members following their appointments. Team members have received copies of the Reading First expert review panel's response to WDPI's original submission and the proposed timetable for resubmission. Members have been asked to review the drafts of the resubmission and comments included prior to submission to USDE. As shown in the timeline in Section 2.E.(4), the group will meet formally 2-3 times each year, and will be kept informed of progress as Reading First activities are carried out. Contacts will be made on an ongoing basis in a variety of ways, including electronically, by telephone, in face to face meetings, and through active involvement in the subgranting process, professional development, and technical assistance offered through Reading First.

• **Wisconsin Department of Public Instruction Reading First Staff**

The main responsibility for administering Wisconsin's Reading First project will reside in the Division for Reading and Student Achievement, which is directed by Margaret Planner, Assistant State Superintendent. This Division oversees the Successful Schools Team, which includes the Office of Educational Accountability, all ESEA Title I Programs, the School Support Team, as well as Educational Opportunity Programs (WEOP) and Urban Education. Specific oversight for project staff will be assigned to the Successful Schools Team, James Wall, Director.

The mission of the Successful Schools Team in the Division of Reading and Student Achievement is to support Wisconsin's public schools, families, and communities in optimizing the achievement of all students, especially those facing the greatest challenges in meeting high academic standards, by providing: statewide leadership in the coordination of federal, state, and local resources; and intensive and sustained support to the schools in greatest need of improvement.

This team has responsibility for Titles I, II, V, VI and Student Achievement Guarantee in Education (SAGE) initiatives. Staff from this team will provide expertise, counsel, and support for the Reading First project as well as facilitating communication with eligible districts since most, if not all, of these districts are currently involved with staff from this team.

Additionally, the Office of Educational Accountability currently administers all state-wide testing initiatives and provides districts with assistance to interpret that data as it relates to their progress and achievement. These staff members will also be available to provide assistance and support to Reading First schools and Reading First staff as they provide technical assistance and training in implementing the assessments required.

Finally, the Division for Libraries, Technology, and Community Learning directed by Richard Grobschmidt will work in conjunction with the Division for Reading and Student Achievement, to coordinate the work of the school library media consultant who will join the Instructional Media and Technology Team. This particular team provides leadership, service, and advocacy for equitable access to and effective use of information, resources, and instructional technology in Wisconsin PK-12.



## ***2.B.ii. Timeline for Implementation of Wisconsin Reading First Activities***

The timeline appearing in Section 2:C reflects the roles that SEA members will continue to play during the implementation of the Reading First grant.

## ***2.B.iii. Key Wisconsin Reading First Leaders***

The names and qualifications of the Reading First Leadership Team and the resumes of the Reading First WDPI Writing Team follow.

### **READING FIRST LEADERSHIP TEAM MEMBERS**

<b>Required Participants</b>	<b>Name</b>	<b>Position</b>	<b>Organization Affiliation</b>
Governor <i>Designee</i>	James Doyle Jessica Clark	Governor Policy Advisor	Governor's Office
Chief State School Officer <i>Designee</i>	Elizabeth Burmaster Margaret Planner	State Superintendent Assistant Superintendent	WI Department of Public Instruction
Chairs and Ranking Members Senate Education, Ethics, and Elections Committee Assembly Education Committee Assembly Education Reform Committee <i>Chair's Designee</i>	Michael Ellis, chair Robert Jauch Luther Olsen, chair Shirley Krug Scott Jensen, chair Annette Williams Leah Vukmir	Senator Senator Representative Representative Representative Representative Representative	WI State Legislature
Eligible LEAs	Marie Thompson Shannon Gordon Dr. Barbara Schaal Richard Savolainen	Grant Development Coordinator ESEA Coordinator Director of Literacy Programs Director of Auxiliary Programs	Milwaukee Public Schools Milwaukee Public Schools Green Bay Public Schools Eau Claire Public Schools
Community-Based Organizations (Using Tutors)	Tori Rader Phoua Vang Soumaly Bounket	President Bilingual Counselor President	Wisconsin Literacy Southeast Asian Network, Milwaukee Center for Southeast Asian Parents
State Directors of Federal or State programs w/ Strong Reading Component	James Wall	Director	WI Title I Programs, WI Department of Public Instruction
Parent of Public or Private or Home-Schooled Student	Dan Krueger	Parent Representative	Public School Parent

<b>Required Participants</b>	<b>Name</b>	<b>Position</b>	<b>Organization Affiliation</b>
Successful Teacher of Reading	Lynn Johnson	Reading Specialist	Stoughton Public Schools
Instructional Staff Member	Penny Antell	Reading Specialist	D.C. Everest School District
Family Literacy Provider	Carol Gabler	Executive Director	Literacy Vols. of Amer. Chippewa Valley
	Isabel Coriano	Family Literacy Provider	T-1 Parent & Family Tech. Resource Center
Institution of Higher Education w/ Teacher Preparation based on SBR	Dawnene Hammerberg	Faculty Associate, Curriculum & Instruction	UW-Madison
Private Nonprofit or For-Profit PD Provider using SBR	Jeff Hinds	Director of Professional Development	CESA #6
Adult Education Provider	Dr. Deyrl Davis-Harrison	Associate Dean-Pre-College Education Division	Milwaukee Area Technical College
	Rita Noble	Coordinator	Even Start Family Literacy
Volunteer Organization in Reading Programs	Melissa Moe	Volunteer	St. Croix Valley Adult Literacy Council
School Library Media Program or Public Library offering Reading or Literacy Programs.	Catherine Beyers	Elementary Library Media Specialist	LaCrosse School District Southern Bluffs Elementary
Instructional Leader	Belinda J. Cronin	Elementary Principal	Kenosha P.S -Edward Bain Elementary
	James Sayavong	Vice Principal	MPS-Wisconsin Ave. Elementary
	Sue Wolfe	Director of Federal Programs	Lac du Flambeau Elementary School
Professional Reading Assoc.	Kathy Champeau	Past President	Wisconsin State Reading Association
School Board Member/Parent	Mary Anne Stewart	School Board Member	Baraboo School District
Additional WI Department of Public Instruction Participants	Kathleen Ellickson	Consultant	Successful Schools Team, Title I
	Maxine Hough	Consultant	Successful Schools Team, Title I
	Jacque Karbon	Reading Instruction Consultant	Content and Learning Team
	Susan Ketchum	Accountability Consultant	Successful Schools Team, Title I
	Monica Notaro	Even Start/Family Literacy Coordinator	Successful Schools Team
	Margaret Planner	Administrator	Reading & Student Achievement Division

Required Participants	Name	Position	Organization Affiliation
	Myrna Toney	Coordinator	Successful Schools Team, Title I
	Seree Weroha	English Language Acquisition Consultant	Equity Mission Team

Resumes of Key WDPI Staff	
<b>Kathleen Ellickson</b>	<p>Kathleen Ellickson, M.S., is the School Administration Consultant for the Title I Migrant Education Program and several basic grants districts at the Wisconsin Department of Public Instruction. She joined the DPI in 1989. Prior to her current position she worked for 12 years in the local school districts as Coordinator, Bilingual/ESL Teacher, Recruiter and Home Liaison for migratory youth across all grade levels, including preschool, and their families. Ellickson is a member of the Wisconsin State Reading Association as well as Title I liaison to the association. She develops professional development opportunities for migrant administrators and educators across the state, monitors projects and assists in the evaluation of services offered in regular and summer term projects.</p> <p>Ellickson has a B.S. in Spanish and Italian, and an M.S. in Curriculum &amp; Instruction-Reading, from the University of Wisconsin-Madison, including bilingual certification.</p>
<b>Maxine Hough</b>	<p>Maxine Hough is a member of the Successful Schools Team. She is a School Support Consultant assigned to the Schools in Need of Improvement Pilot Project in Milwaukee Public Schools. She is also a Title I Schoolwide Consultant. Prior to these positions, Hough was the State Coordinator for Education of Homeless Children and Youth and the Charter School Consultant. She has twelve years experience as an elementary teacher and five years as a school administrator.</p> <p>Before coming to the Department, Hough was a county and state legislator and owned her own business in the central city of Milwaukee assisting employers and employees located in disadvantaged areas.</p>
<b>Jacqueline Karbon</b>	<p>Jacqueline Karbon, Ph.D., is the Reading Consultant at the Wisconsin Department of Public Instruction. Her previous experience in reading education includes: reading and language arts assessment specialist at WDPI, research investigator at the Wisconsin Center for Education Research, lecturer at University of Wisconsin-Madison, and elementary school teacher. She completed her Ph.D. in Curriculum and Instruction-Reading at the University of Wisconsin-Madison.</p> <p>Additional experiences include: WDPI liaison to the Wisconsin State Reading Association Executive Board; past editorial board member of <i>Reading Teacher</i>, a journal of the International Reading Association; and board member of Cooperative Children's Book Center, Madison, Wisconsin.</p>
<b>Susan Ketchum</b>	<p>Susan Ketchum, M.S., is the Accountability Consultant for the WDPI Successful Schools Team. She provides leadership for Wisconsin with schools under improvement status, comprehensive school reform issues, and data-based decision-making. Ketchum has a quantitative M.S. in Educational Psychology.</p> <p>Additional experience includes measurement, licensure testing, performance assessments, and statewide achievement testing. A significant area of her expertise relates to the proficiency score standard setting and other psychometric and accountability issues. She has also taught elementary school.</p>

<b>Resumes of Key WDPI Staff</b>	
<b>Monica Notaro</b>	<p>Monica Notaro, M.S., is the Wisconsin Even Start Family Literacy Coordinator and a Title I consultant at the WI Department of Public Instruction where she has been since 1988. She was part of the original cross agency team that wrote the state plan to administer Even Start at the state level in 1992 when it was a new demonstration program. Monica has experience in all components of family literacy. She was a pre-K and kindergarten teacher for 10 years, a supervisor of early childhood programs for 5 years, a parent educator/home visitor for two years, an instructor in the technical college system for 6 years, and served as part of academic staff at the University of Wisconsin-Oshkosh.</p> <p>Notaro has a B.S. in Early Childhood Education from the University of Wisconsin-Milwaukee and an MS in Educational Administration and Supervision from Marquette University.</p>
<b>Margaret Planner</b>	<p>Dr. Margaret Planner, Ph.D., is the Assistant State Superintendent for the Division for Reading and Student Achievement at the Wisconsin Department of Public Instruction. Margaret began her career in education teaching seventh-grade math and science at Cherokee Middle School and then fourth-and fifth-graders at Gompers Elementary School in the Madison Metropolitan School District. Her administrative experience includes elementary principalships in Deerfield, Verona and Madison School Districts. In all her principalships, she was instrumental in significantly raising student achievement and closing the gap between disadvantaged students and their peers.</p> <p>Planner earned her B.S. degree in Elementary Education and her M.S. and Ph.D. in Educational Administration from the University of Wisconsin at Madison and has been an adjunct professor in the Department of Educational Administration in Madison.</p>
<b>Myrna Toney</b>	<p>Myrna M. Toney, Ph.D., University of Wisconsin-Madison, currently serves in the role of team leader for the federally-funded Title I programs which promote improved literacy instruction, and development of comprehensive literacy programs for the economically/educationally disadvantaged, migratory, and neglected and delinquent students. She provides outreach designed to empower families of the students served in Title I programs to be fully supportive of their children's learning. Prior to joining the department of public instruction, Toney held positions as elementary teacher; associate professor of education, with responsibilities for teaching advanced reading methods, Illinois State University, Normal, Illinois; Director of McClain County University-Public School Education center; special assistant to the state superintendent; Title I program consultant; and assistant to the executive director of the Wisconsin Improvement Program.</p> <p>Toney developed and administered a statewide Reading Is Fundamental program for the state's migratory students and designed and administered a family literacy program across four states that served migrant farm worker families. She is an active member of the International Reading Association and a collaborative partner with the Wisconsin State Reading Association. She is a past-president of the National Association of State Migrant Education Program Coordinators. Toney is the recipient of distinguished service awards from the National Association of Federal and State Education Program Administrators (April 1998) and the National Association of State Directors of Title I (May, 2000).</p>
<b>Seree Weroha</b>	<p>Seree Weroha, Ph.D., is an education consultant and Director of the Title III SEA English Language Acquisition program, will provide support to all training activities as needed. He holds a Master's degree in linguistics from the University of Michigan and Ph.D. in curriculum and instruction from Kansas State University.</p> <p>Dr. Weroha oversees several federal programs including: (1) Federal Title III of No Child Left Behind Act of 2001, English Language Acquisition Program; (2) Title VII of IASA's Training for All Teachers project for Milwaukee Public Schools with the budget earmarked for training mainstream teachers to effectively work with limited English proficient (LEP) students; and (3) refugee teacher training program funded by the Office of Refugee Resettlement.</p> <p>Prior to joining the Wisconsin Department of Public Instruction in September 1996, Dr. Weroha served as director of Title VII SAIP content-based ESL in Kansas City, Kansas Public Schools; worked as a program planner &amp; coordinator of bilingual/ESL services for the national origin program at the Midwest Desegregation Assistance Center at Kansas State University; and worked as senior research associate (trainer) at the Multifunctional Resource Center at the University of Wisconsin-Madison.</p>

## 2.C. State Management Plan

Reading First funds will enable the Department to expand its resources through the addition of the following positions:

- A full-time Reading First Coordinator.

This individual will have strong expertise and knowledge in scientifically based reading instruction. The coordinator's sole commitment will be the improvement of K-3 reading achievement in subgrantee districts and the integration of instruction based on SBRR in all K-3 schools throughout the state. The Reading First Coordinator will also collaborate with the library media consultant on staff development opportunities that will be offered to K-3 library media specialists and library media specialists who work with K-12 special education teachers as well as other specifications built into the grant proposal in regard to the selection of instructional materials and open and equal access to print and technology resources.

The coordinator will guide the day-to-day operation/administration of the grant, provide coordination of the state plans for professional development and technical assistance, and oversee the work of:

- A full-time program assistant,
- A full-time assessment specialist, or two .5 FTE assessment specialists, and
- Part-time monitoring and support staff.  
The percentage FTE for each consultant will be determined according to the number of schools to be served in that region.
- A half-time position for a school library media consultant.

Access to a variety of quality print materials and promotion of library programs have been scientifically documented as essential components of a comprehensive reading program. Therefore the inclusion of a school library media consultant on the Reading First Team with knowledge of evaluation, selection and acquisition policies and procedures will provide the expertise needed to round off the Wisconsin Reading First Team. This consultant will offer technical assistance and regional workshops for the Reading First school teams and in particular for the K-3 reading teachers, K-12 special education teachers, K-3 library media and instructional technology specialists who will be collaborating with reading specialists and special education teachers.

Additional input and support will come from the WDPI *New Wisconsin Promise Reading Leadership Team*. This group is made up of individuals from not only the Division for Reading and Student Achievement, but also from the Division for Academic Excellence, the Division for Learning Support: Equity and Advocacy, and the Division of Libraries, Technology and Community Learning. This intra-agency team is composed of staff who will share some of the responsibility for reading instruction in Wisconsin, including early childhood, special education, school library media programs, standards, and certification. One focus of this intra-agency team will be to provide professional development for the DPI staff in order to build and maintain awareness of best practice and scientifically-based research in reading. This will be implemented in a two-pronged approach, the first of which is required professional development for all staff members. The second approach is the development effort that emphasizes systemic reform.

An outgrowth of this will be an initiative that DPI-sponsored conferences/workshops have a reading focus, including an increased effort to showcase the successful programs at 90/90/90 schools (those with 90 percent of their students from families at or below the poverty line, 90 percent of their students from racial or ethnic minority groups and 90 percent of their students scoring proficient or advanced on the Wisconsin Knowledge and Concepts Examinations.).

Through the development of the *New Wisconsin Promise Reading Leadership Team*, educational communities throughout Wisconsin will view DPI as a key resource for leadership in literacy with the

primary goal of closing the achievement gap in reading. The *New Wisconsin Promise Reading Leadership Team*'s expertise in meeting the academic needs of all English language learners, children with learning disabilities, children of color, and children from low-income families will ensure coordinated efforts across the agency and subsequently across the state. Staff will continue their affiliation with their current teams, but the intra-agency team, which will include the Reading First staff members, will have monthly coordination and planning meetings.

A second action step is the reallocation of existing staff to better facilitate the delivery of literacy services to teachers and students. Related to this is a prioritization of agency efforts around Schools In Improvement, P-5, and SAGE schools and the development of a series of conferences/workshops with a focus on literacy. These professional development opportunities for educators would be a sustained effort to emphasize literacy, and especially reading, using scientifically based research to guide all efforts.

The Reading First Writing Team has also recommended that the DPI:

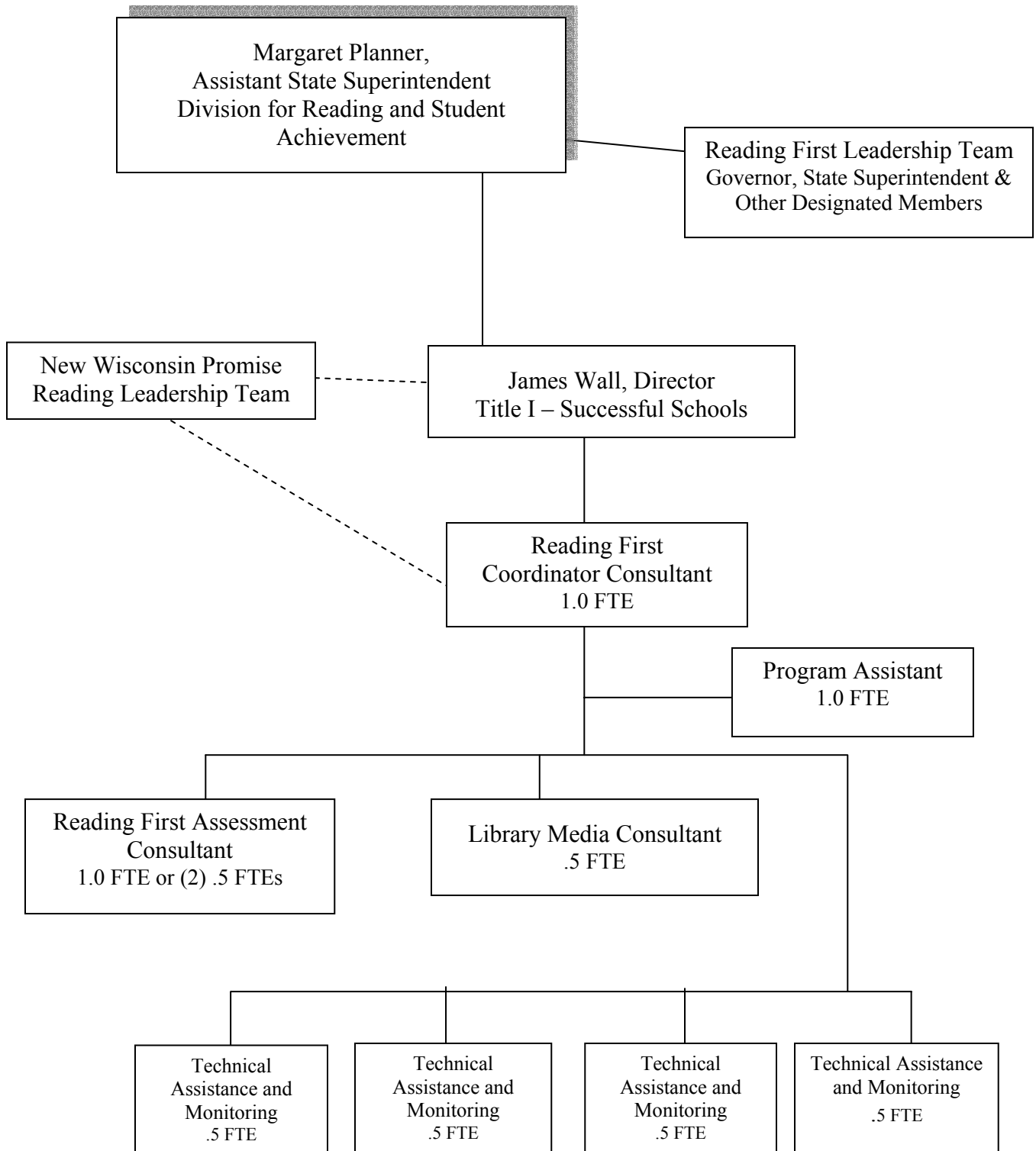
- Prioritize competitive grant awards based on underachievement in reading;
- Develop a brochure highlighting best practices in reading;
- Expand partnerships with professional organizations;
- Create a Wisconsin Reading First Web site and/or formal discussion to facilitate dissemination of information related to reading improvement;
- Promote and recognize reading tutor programs statewide by working with business/industry groups and volunteer organizations.

Wisconsin's Reading First Leadership/Management Structure is shown in the flowchart on the following page. All new positions funded through Reading First appear with the respective proposed FTE. All positions are expected to reflect the projected activities of the three-six year Reading First grant cycle. SEA staff may be expanded in accordance with grant increases in funding levels over the next six years.

The position descriptions for new staff appear in Appendix C

The Task Chart that follows the management flowchart provides a summary of the major tasks, timelines, individuals responsible, and the related goals for the first two years of implementation for this grant, beginning with the establishment of the Reading First Leadership Team in spring of 2002 and moving forward with the professional development, technical assistance and state administration activities planned through spring of 2004.

## Wisconsin's Reading First Leadership/Management Structure



## Reading First Task Chart

Please see the Reading First website for the most up-to-date task chart.

<b>TASKS</b>	<b>TENTATIVE TIMELINE</b>	<b>INDIVIDUAL(S) RESPONSIBLE</b>	<b>GOALS</b>
<i>Leadership Team Established</i>	Spring 2002	SEA/Governor's Staff	6
<i>Grant Proposal Written, Reviewed, Revised, Submitted to USDE</i>	Summer 2002 Winter 2003	Reading First Work Group Reading First Leadership Team	1-6
<i>Informational Sessions Included in All SEA Sponsored Conferences</i>	2002-2005	SEA Cross Agency Staff Governor's Staff	2,3,4,5
<i>Leadership Team Orientation Meeting</i>	Summer 2003	New Wisconsin Promise Reading Leadership Team	1-6
<i>LEAs Notified of RF Eligibility, Grant Application Workshops, Procedures, Guidance, Timelines</i>	Summer 2003	New Wisconsin Promise Reading Leadership Team Reading First Coordinator & Staff	1-6
<i>WI Reading First Web Page</i>	Summer 2003	Reading First Coordinator & Support Staff	1-6
<i>Grant Writing Workshops</i>	Summer/Fall 2003	Reading First Coordinator & Staff SEA/Governor's Staff	2,3,4,5
<i>Leadership Team Meeting</i>	Fall 2003	Reading First Coordinator & Staff New Wisconsin Promise Reading Leadership Team	1-6
<i>Establish Review Panel for RF Grant Readings</i>	Fall 2003	Reading First Coordinator Reading First Leadership Team New Wisconsin Promise Reading Leadership Team	1-6
<i>Review Panel Training on SBRR, Application Requirements, Evaluation Criteria</i>	Fall 2003	Reading First Coordinator & Staff WI Reading Experts Reading First Leadership Team	1-4
<i>Grant Applications Due to SEA</i>	December 2003	Reading First Coordinator & Staff SEA/Governor's Staff	1-6
<i>Review Panel Convened to Evaluate RF Grant Proposals</i>	Winter 2004	Reading First Coordinator & Staff WI Reading Experts Reading First Leadership Team	1-4
<i>Grants Awarded to LEAs</i>	Jan/Feb 2004	Governor State Superintendent	6
<i>Regional Professional Development Workshops, Institutes, Distance Learning Opportunities</i>	Spring 2004 Summer 2004 Fall 2004	Reading First Coordinator & Staff WI Reading Experts SEA Approved Consultants Assessment Contractors	1-6
<i>Assessment Institute</i>	Spring 2004 Fall 2004	Reading First Coordinator & Staff National Assessment Contractor	1-5
<i>Statewide Reading Academy</i>	Summer 2004 (annually)	Reading First Coordinator & Staff SEA Approved Consultants National SBRR Experts Cross-Agency Staff-Special Education, Bright Beginnings, Content & Learning, Instructional Media & Technology Title I /Successful Schools	1-6



## Wisconsin Reading First Budget Detail

The following tables provide budget details for the State's Management Plan in the areas of Professional Development, Technical Assistance and SEA Administration. The activities offered complement the tasks that are outlined in the Reading First Task Chart above and show how the resources will be distributed across these three essential areas of the state's set-aside amount of the Reading First grant.

### SEA Total for Professional Development, Technical Assistance, and Administration

Item	Subtotal	Total
Professional Development		
A. SEA-Sponsored Training	\$988,656	
B. Materials Production	\$149,269	
C. Consultation	\$307,386	
Total Professional Development		\$1,445,311
Technical Assistance		\$555,889
SEA Administration		\$222,355
<b>SEA TOTAL</b>		<b>\$2,223,555</b>

### Subgrant and SEA Allocations as Percentage of Total Reading First Allocation

Item	Percentage of Total	Amount
Subgrant Allocation	80	\$8,894,222
SEA Allocation	20	\$2,223,555
<b>TOTAL ALLOCATION</b>	<b>100</b>	<b>\$11,117,777</b>

The following table shows the budget projected over a five-year period.



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization

**Wisconsin Department of Public Instruction**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	316,870	332,714	365,985	402,584	422,713	1,840,866
2. Fringe Benefits	115,818	121,608	133,768	147,145	154,503	672,842
3. Travel	25,365	26,634	29,634	29,298	32,229	143,160
4. Equipment						
5. Supplies	48,051	50,454	55,499	61,049	64,101	279,154
6. Contractual	1,479,774	1,553,762	1,631,450	1,713,022	1,798,674	8,176,682
7. Construction						
8. Other	169,849	178,341	187,263	196,621	196,620	928,694
9. Total Direct Costs (lines 1-8)	2,155,727	2,263,513	2,403,599	2,549,719	2,668,840	12,041,398
10. Indirect Costs	15,639	16,421	18,063	19,869	20,863	90,855
11. Training Stipends	52,189	54,798	57,537	60,414	63,434	288,372
12. Total Costs (lines 9-11)	2,223,555	2,334,732	2,479,200	2,630,004	2,753,137	12,420,625

## SECTION 3. STATE REPORTING AND EVALUATION

### 3.A. Evaluation and Reporting Overview

The evaluation design for Wisconsin Reading First (WRF) was developed with attention to USDE's *Application for State Grants for Reading First* and the *Criteria for Review of State Applications*. The WDPI plans to seek sole source approval to contract with the North Central Regional Education Laboratory (NCREL), which has national experience conducting scientifically based reading research and program evaluations involving statewide reading initiatives.<sup>5</sup> The WRF Evaluation is discussed in the following three major sections:

1. Evaluation Plan, describing how the Wisconsin Department of Public Instruction (WDPI) will evaluate the implementation and effectiveness of the WRF Program;
2. State Reporting, detailing how the WDPI will meet all of its Reading First reporting requirements; and
3. Participation in the National Evaluation, providing an assurance that the WDPI and subgrant agencies at the school district level will participate, if asked, in the national evaluation of Reading First.

The WRF evaluation has two major components: a program implementation component and a program effectiveness component. Each component, in turn, is comprised of two sub-studies. The implementation component includes a Compliance Monitoring Study and a Model Fidelity Study. The effectiveness component includes a Progress Tracking Study and a Comparison Group Study.

- The Compliance Monitoring Study is designed to assess subgrantee compliance with WDPI grant requirements and to assess the extent to which intended program inputs and resources are reaching and being installed at the school district level.
- The Model Fidelity Study is designed to assess the extent to which WRF classrooms are, in fact, implementing the five essential components of effective reading instruction.
- The Progress Tracking Study will follow WRF participants (students, schools, and school districts) over time in describing changes in students' reading proficiency, reading instruction practices, and the resources, policies, and practices that characterize WRF schools and school districts.
- The Comparison Group Study will estimate the net effects of WRF participation on student reading achievement annually by school using a matched sample of non-WRF sites in a quasi-experimental nonequivalent comparison group design.

Both quantitative and qualitative data will be collected in the evaluation, using multiple methods to develop a rich and comprehensive understanding of the implementation and impact of Wisconsin Reading First activities. Intended uses of the evaluation findings are both formative (program management and improvement) and summative (program continuation), and the reporting will have multiple audiences (school, district, state, and federal). Specific audiences include the federal Office of Elementary and Secondary Education, participating subgrantees in Wisconsin, and the WDPI Reading First staff, including contracted technical assistance and professional development providers. NCREL will submit annual evaluation reports to the WDPI summarizing progress with each of the four sub-studies along with the key findings of each study. Implementation evaluation progress and study data will be reported annually beginning in Year 1 of the grant cycle. Program effectiveness data will be reported annually and at the midpoint of the grant cycle (no later than 60 days after the end of year 3) through the end of the grant period (following year 6).

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<sup>5</sup> NCREL recently submitted its Third Year Evaluation Report on the Wisconsin Reads Initiative.

### **3.A.i. Evaluation Plan**

The Wisconsin Reading First (WRF) program evaluation has been designed as four sub-studies. The program implementation component will evaluate resource inputs into WRF funded school districts and the instructional processes that should be taking place in WRF classrooms as a result of those inputs. The program effectiveness component will evaluate progress over time in student achievement with respect to changes in reading proficiency relative to state performance standards and the reading performance of students in similar schools that do not receive WRF funding. The North Central Regional Education Laboratory will conduct the evaluation using scientifically based research practices.

#### **Target Schools and Sampling Considerations**

More schools are eligible for Reading First subgrants in Wisconsin than can receive funding. Consequently, only those schools demonstrating greatest need on the criteria listed in Section 1.C., State Definition of Subgrant Eligibility and Section 1.D.x., Competitive Priorities. Eligible schools will be funded to the extent grant resources are available.

Based on these criteria, the WDPI expects to serve approximately 12,000 Reading First students in approximately 40-60 Reading First-funded elementary schools. Each of these schools will receive monitoring visits from the WDPI to review subgrant compliance requirements. NCREL evaluators will accompany the WDPI team on a sample of site visits to conduct systematic classroom observations of Reading First model fidelity. All schools will administer the *TerraNova* reading test in grades 2 and 3 to track student and school progress in achieving reading proficiency standards and a subset of these schools will participate in an experimental study involving matched comparison schools to estimate reading achievement effects at the end of grade 2 and at the end of grade 3.

#### **Monitoring Study**

The Monitoring Study will assess subgrantee compliance with Reading First grant requirements and determine the extent to which grant-related resources have been installed at the school and district levels. The WDPI will make annual monitoring visits to all funded subgrantee school districts and NCREL staff will participate as members of the onsite visit team in a sample of in-depth monitoring visits involving systematic classroom observation.

NCREL and WDPI will collaborate in developing an onsite visit protocol in which information collected from on-site staff interviews and document and records reviews can be summarized on a compliance monitoring review checklist. The compliance-monitoring instrument will be designed to answer the following evaluation questions as organized by Wisconsin's Reading First goals.

**Goal 1: To ensure that Wisconsin's Reading Instructional programs reflect comprehensive reading instruction based on SBRR.**

- Have schools received a consistent communication related to the WI Reading First framework?
- Have professional development activities for LEA and school instructional leadership been effective and consistent?
- What evidence is available to show that the required professional development plan has been effective in changing instructional practice at the classroom level?
- Are all the components of SBRR instruction evident in the Reading First classrooms?

- To what extent are LEAs and schools able to understand and implement SBRR monitoring structures established by the SEA and follow the procedures in place for providing support as needed?
- How effective are the LEAs and schools in identifying instructional materials, programs, strategies, and approaches based on SBRR following the assistance offered by the SEA?
- Is SBRR incorporated into the system for preparing and licensing teachers?

**Goal 2: To select valid and reliable screening, diagnostic, progress monitoring and outcome assessments and require all RF LEAs and schools to administer these instruments and participate in data analysis according to the SEA-established schedule.**

- Are LEAs and schools effectively using all required assessments following the training in standardized administration offered by the SEA?
- Are the LEAs and schools appropriately implementing data analysis following the training provided by the SEA?
- Have schools used assessment data to effectively impact instructional practice?
- Are LEAs and schools working collaboratively with the SEA on monitoring and accountability requirements?
- Are LEAs and schools submitting mid-year and year-end reports that demonstrate consistency with state and federal criteria?
- Is each LEA's plan for implementing its assessment system available for SEA monitoring?
- Are LEA scoring and data management systems in place that meet state and federal criteria in?
- Are LEAs effectively participating in the on-site monitoring visits carried out by SEA staff at least 3 times annually, which include observation of the LEAs evaluation activity?
- Are the monitoring activities provided by the SEA effecting change when needed, following the on-site visits?

**Goal 3: To provide assistance to LEAs and schools in selecting and developing effective instructional materials, programs, and strategies based in SBRR.**

- Are LEAs and schools able to assess the effectiveness of strategies, programs, or models based on SBRR following the training offered by the SEA?
- How effectively is instruction in the five (5) essential components of effective reading instruction being carried out in Reading First classrooms?
- How effectively is good decision-making being carried out at the school level following the SEA training?
- Are the LEAs and schools facilitating access to print materials and technology which supports the core reading program?
- How are LEAs facilitating access to appropriate print materials, including instructional technology, that will supplement and enhance the five essential components of an effective reading program?

**Goal 4: To provide high quality professional development at the SEA, LEA and school levels in the following areas: foundations of SBRR; essential components of reading instruction; evaluation, selection, and implementation of programs, strategies, and materials including educational technology and digital curricula aligned with SBRR; training in use of student assessment instruments—screening and diagnostic instruments from the approved short list, required progress monitoring and outcome instruments; interpretation of assessment data; program evaluation strategies; alignment of school-level programs with state and local standards; development of instructional leadership; and access to print.**

- To what extent is the professional development provided to LEAs and schools by the SEA being used in appropriate SBRR strategies and interventions?
- What evidence is there of collaboration between local and state professional development efforts?

- Are teachers given time on a regular basis to process, ask questions about, and discuss SBRR?
- Do professional development providers demonstrate understanding of principles of learning and apply this knowledge effectively?
- How do participants rate the quality and relevance of the professional development?
- To what extent are the LEAs and schools using the professional development provided by the SEA to extend and improve classroom instructional practice beyond the classroom walls with the appropriate use of a variety of print and multi-media materials?
- How are the LEAs and RF leadership providing assistance and support for local instructional staff following their professional development training?
- How is the SEA providing training to Institutions of Higher Education (IHE) faculty members in SBRR and the requirements of Reading First?

**Goal 5: To coordinate literacy initiatives in Wisconsin through the *Wisconsin Reading First Leadership Team* and the *New Wisconsin Promise Reading Leadership Team***

- Is there evidence of coordinated efforts in professional development activities about SBRR and the WI Reading framework among federal, state, and local programs?
- What efforts has the LEA made to strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all children K-3?
- Have the LEA's efforts to coordinate activities resulted in a clear, consistent understanding of the state's Reading Framework and SBRR?
- Have the LEA's efforts at promoting reading and library programs that provide access to engaging reading material resulted in more students using appropriate print materials to support core reading programs?
- Have professional development activities included tutors and non school-based literacy providers?

In terms of assessment requirements, all WRF schools will be expected to administer a battery of instruments for screening, diagnostic, progress monitoring, and outcome assessment. As determined by the Wisconsin Assessment Committee, these include the classroom screening and diagnostic instruments from the approved short list, which is found on in Section 1.B.ii, and the required progress monitoring instrument. All WRF schools will be required to administer the common outcome measurements listed in d. below. The schedule of assessment will be as follows:

- a. Screening assessment within the first two months of the beginning of the school year, or upon entering the classroom for newly arriving students,
- b. Diagnostic assessment at least twice during the year,
- c. Classroom-based progress monitoring assessment at least three times a year: *ERDA-R* in the Fall and Spring plus on-going classroom assessments for individual monitoring,
- d. *TerraNova Reading Test* twice in grades two and grade three to measure annual progress and reading achievement outcomes. *ERDA-R* data summarized at the school and state levels, and information from WRCT.

Subgrantees in funded school districts will be expected to report reading assessment data for all classroom-based progress monitoring instruments to the Reading First Coordinator at the WDPI. These districts will submit mid-year and year-end reports to the WDPI that summarize the implementation status of all required grant activities, as specified in LEA grant narratives. Additionally, LEAs will be expected to contract with a professional consultant from the state approved list. This individual will, in conjunction with the LEA and school instructional leadership, monitor classroom implementation and use of the data to inform instruction on a regular and ongoing basis, and provide technical assistance as needed to classroom teachers.

Compliance monitoring results will be summarized in site reports that will inform needs for targeting technical assistance, professional development, and administrative improvements for implementing Wisconsin Reading First sites. Evidence of the implementation of professional development and technical assistance plans, the participation of instructional and administrative staff in those plans, and indications of resulting classroom and school changes will be taken into account in recommending intervention,

continuation, or termination of sites in the WRF Program. On-site visit data and data from other sources, including interviews and surveys, will be compiled and reviewed to determine the extent to which LEAs are complying with grant requirements.

## **Model Fidelity Study**

In order to help promote the effectiveness of the WRF Program, the WDPI desires to ensure that the intended instructional model has been implemented adequately in subgrantee classrooms. This concern is addressed by the Model Fidelity Study as reflected in the following three evaluation questions.

- To what extent are the features of Reading First and the essential components of reading instruction, as identified in Reading First, present in RF classrooms?
- Have professional development plans been effective in changing instructional practice at the classroom level?
- What factors influence successful implementation of Reading First?

The data to address these questions will be collected through systematic classroom observations and semi-structured interviews conducted as part of the annual on-site visits in a sample of schools. These observations and interviews will focus in-depth on documenting the extent to which the essential reading instruction components have been implemented in WRF classrooms. A sample of LEA RF coordinators, school building RF coordinators, district administrators, and school principals will also be interviewed about the implementation of the features of Reading First, especially factors that enhance or inhibit implementation. The outside evaluator will develop the instrumentation for conducting classroom observations and staff interviews in collaboration with the WDPI.

A teacher survey will be implemented on a census basis with the full population of WRF classroom teachers to collect a minimum data set documenting the presence of the essential components of reading. The WRF teacher census survey will be conducted using a combination of mail and web-based formats and will use a follow-up procedure to increase response rates. This teacher survey will also be implemented in comparison schools.

Site reports summarizing the in-depth implementation data collected will be written by each site visit team using a standardized framework and stored for later analysis as electronic casebooks. The site reports will be content analyzed using the evaluation questions as analytic organizers. Each site in the in-depth sample will be rated in terms of an implementation fidelity scale covering the five essential components of reading instruction. Information on the level of implementation will be used subsequently in the analysis of student achievement as a means of exploring the relationship between implementation of essential elements of Reading First and the extent of progress observed in student reading achievement at the classroom, school, and district levels.

## **Progress Tracking Study**

Summary data from the *ERDA-R* progress monitoring will be collected from the WRF schools. The progress of individual students will be reported in a way to protect their privacy. The statewide WRF monitoring will be summarized to monitor progress in terms of the implementation of the five essential reading components.

The progress tracking study will use outcome and progress monitoring results from the measures described in Section I.

## WI READING FIRST COMMON CORE ASSESSMENT INSTRUMENTS

### OUTCOME AND MEASURES: SEA & LEA Required Evaluations

**\*TerraNova Reading Test** – CTB McGraw/Hill

Grades 1, 2, and 3

**\*Early Reading Diagnostic Assessment (ERDA-R)** – Harcourt Educational Measurement

Grade K Five outcomes for five essential components of reading

Grades 1, 2, and 3 Fluency & Phonemic Awareness

**Wisconsin Reading Comprehension Test (WRCT) Primary Reading at Grade 3**

March Administration Reading Comprehension, Prior Knowledge, & Reading Strategies

\*Dependent upon sole-source approval.

The progress tracking study is designed to answer the following evaluation questions:

- What are the achievement gains of students in Reading First schools and for subgroups disaggregated by gender, race/ethnicity, LEP status, disability status, economic status, and grade level?
- How does student achievement in reading vary with the extent to which sites implement the essential elements of Reading First?

These questions will be addressed using the *ERDA-R* reading test to measure progress in reading proficiency for students at the end of grades K-3. Results will be reported by school and school district. Progress will be reported in terms of the number and proportion of students at the first and second posttest who have

- Increased from below basic to basic or proficient
- Increased from basic to proficient

As context, we will also report the number and proportion of students in each grade served by Reading First who were reading below the proficient level at the baseline assessment. Conversely, we will also report reductions in the number and proportion of students who were initially reading in the below proficient range.

Student test results on the *ERDA-R* can be reported in terms of 4 performance levels:

1. Emerging
2. Below Basic
3. Basic
4. Proficient

*ERDA-R* will capture progress of Wisconsin Reading First students annually.

### ILLUSTRATIVE PROGRESS TRACKING CATEGORIES

Baseline Status	Follow-up Status Relative to Baseline		
	Decline	Stay	Advance
Below Proficient			
Proficient			



In addition, WI will address the state’s goal for ensuring that every Wisconsin student can read at grade level by the end of grade 3 as well as address achievement gap concerns. To do this, we will compare the performance of WRF schools on the *Wisconsin Reading Comprehension Test* (WRCT), administered at grade 3, with statewide proficiency results on the WRCT at grade 3. This will enable us to answer the following evaluation questions.

- How does the percentage of third grade WRF students who score in the proficient and advanced levels of the WRCT compare to statewide results?
- Has the gap between low-income children and their non-low-income peers narrowed?
- Has the gap between racial/ethnic minorities and their non-minority peers narrowed?
- Has the gap between Limited English Proficient students and their non-LEP peers narrowed?
- Is the gap between special education students and their non-special education peers narrowed?

Achievement test data will be reported by WRF schools at the individual student level, along with sufficient demographic information to allow for disaggregation by gender, race, ethnicity, LEP status, disability status, poverty, and grade level. By linking student records through the student ID field, it will be feasible to produce sufficient reading progress data to identify achievement trends and achievement gaps with respect to various subgroups of students. Publicly reported data will suppress disaggregations of five or fewer students to protect student privacy in accordance with Wisconsin’s privacy guidelines.

School survey data on the fidelity of implementing the prescribed elements of Reading First will be used to categorize WRF schools as to their level of WRF implementation. This information will be used in a school level analysis to examine the relationship between WRF implementation and WRF student achievement outcomes.

## Comparison Group Study

The relative effectiveness of Wisconsin Reading First (WRF) will be studied through a longitudinal comparison of reading achievement data from students in Reading First classrooms with similar students who are not enrolled in Reading First. This will be accomplished using a sample of matched comparison schools in a quasi-experimental design, specifically a non-equivalent comparison group design. The Comparison Group Study addresses the following evaluation questions:

- Do WRF schools demonstrate higher levels of reading achievement than similar non-WRF schools?
- To what extent have WRF schools been effective at reducing the number of students reading below grade level compared to non-WRF schools?
- What factors contribute to differences in reading achievement between WRF and non-WRF schools?

The testing plan for the Comparison Group Study is presented below.

### COMPARISON GROUP TESTING PLAN

<b><i>TerraNova</i> Test Group</b>	<b>Grade 1 (Level 11)</b>	<b>Grade 2 (Level 12)</b>	<b>Grade 3 (Level 13)</b>
WRF Students/Schools	<i>Baseline</i>	Post-test 1	Post-test 2
Non-WRF Students/Schools	<i>Baseline</i>	Post-test 1	Post-test 2

Performance levels were constructed by standard setting committees made up of curriculum experts and accomplished teachers who established cut scores and developed performance level descriptors for each level of each subject. The *TerraNova*'s procedure for setting the cut scores and performance descriptors is well described and defensible according to the Mental Measurements Yearbook test review published by the Buros Institute.<sup>6</sup>

For our purposes, we are inclined to collapse the first three performance levels into a single level called "Below Proficient" but retain the Proficient and Advanced proficiency level categories. Working with these three levels, we intend to report longitudinal student-level change scores that compare a student's posttest reading proficiency level to a baseline score, thus measuring the student's progress in reading achievement. In this manner, students could be classified according to their level of change from baseline using the categories illustrated in the following table. For example, the number (and percentage) of students in a school that initially scored in the below proficient range could be categorized according to whether they advanced to a higher level or failed to progress in reading proficiency. Alternatively, all five *TerraNova* performance levels could be retained and movement across all five categories over time could be described.

The testing plan shows that the primary intent is to follow a grade 1 cohort for two years across three data points. The analysis plan will use the *TerraNova* baseline measure as a covariate to adjust posttest scores (using regression procedures) in statistically equating the treatment and comparison groups (aggregated across classrooms). Reading effects will be estimated using an effect size computation, defined as the difference between the WRF and Non-WRF groups on adjusted posttest *TerraNova* scale scores, divided by the pooled standard deviation. This analytic procedure would produce an estimate of the net effect of participation in the WRF Program at the end of grade 2 and at the end of grade 3 based on *TerraNova* measures. A multi-level analysis using hierarchical linear modeling would yield the most accurate results and would allow us to identify student-level and school-level factors that contribute to differences in reading achievement. Reduction in the proportion of students in the "Below Proficient" category will be examined using a form of logistic regression.

Comparison school participation will be negotiated during the first year of the evaluation. Second grade comparison classrooms would be selected by matching on school measures of baseline reading performance, poverty level, and minority/ethnicity enrollments. Where possible, comparison classrooms will be drawn from schools in the same district that are eligible but not participating in Reading First but closest to the cut score for participation. When not possible to draw from the same district, comparison classrooms will be drawn from neighboring districts. If comparison classrooms become part of the Reading First initiative during the course of the study, they will be replaced with another similar classroom.

Comparison classrooms will be asked to participate in Teacher Surveys and to administer the *TerraNova* reading test in grades 1, 2 and 3.

Differences in subgroup performance will be assessed with respect to each of the three comparison group study questions. The influence of program implementation, as measured by classroom fidelity scores for the prescribed elements of Reading First found to be present in comparison versus target classrooms will also be estimated. Fidelity scores for comparison classrooms will be collected using data from Teacher Surveys.

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<sup>6</sup> Evidence of the *TerraNova*'s reliability is strong: reliability coefficients (KR-20 and Cronbach's Alpha) were in the .80s and .90s. Content validity is sound, the test development process having used texts, basals, and standards used and developed by the states and professional organizations. Evidence of construct validity is provided by the pattern of correlations among the *TerraNova* subtests and total scores, and the subareas and total scores on the Test of Cognitive Skills, Second Edition.

### ***3.A.ii. Decisions Related to the Reading First Programs***

Evaluation information will be used formatively to inform program improvement decisions and summatively to inform decisions about a district's continuation in the Reading First project. School districts will be expected to use Wisconsin Reading First (WRF) evaluation information in the following ways:

1. Modify local reading programs in response to achievement progress data to increasingly narrow observed achievement gaps among subgroups followed in the study.
2. Design appropriate professional development plans in response to evaluation findings and provide evidence that instructional staff have participated in the recommended activities, and that positive classroom changes have taken place as a result of participation in the professional development plan.
3. Design technical assistance plans in response to evaluation findings and provide evidence that instructional leadership staff have participated in those activities and that the local reading program has benefited from the technical assistance provided.
4. Complete continuation proposals showing how planned program adjustments will improve the local reading program in response to the evaluation findings presented.
5. Provide appropriate intervention to Reading First schools demonstrating lack of sufficient progress toward goals and objectives.
6. Discontinue Reading First programs not making significant progress toward goals and objectives.

The *New Wisconsin Promise Reading Leadership Team* will collaborate with the Reading First Coordinator and the Reading First Leadership Team to review WRF evaluation information in making final decisions about a school district's continued participation in the Reading First project and/or revisions to a district's subgrant activities, requirements and funding.

Intervention, continuation, and discontinuation: Participant schools' progress will be monitored against their baseline data to indicate improvement in student progress. In order to remain in the project districts must:

1. Demonstrate positive outcomes and progress toward narrowing the achievement gap and/or indicate the decisions made to alter the program to affect outcomes that will achieve that narrowing.
2. Provide evidence of the completion of the proposed professional development plan, the participation of instructional staff in those activities as per specified timelines, activities, goals and objectives, and the classroom changes that result.
3. Provide evidence of the completion of the proposed technical assistance plan and the participation of instructional leadership and/or staff in those activities as per specified timelines, activities, goals, and objectives.
4. Complete a continuation proposal showing consideration of/planned adjustments to the project based on the evaluation data collected.
5. Provide appropriate intervention to Reading First schools demonstrating lack of sufficient progress toward goals and objectives.
6. Discontinue Reading First programs not making significant progress toward goals and objectives.

The *New Wisconsin Promise Reading Leadership Team* will collaborate with the Reading First Coordinator and the Reading First Leadership Team to review the information from the LEAs and will make the final decisions as to the district's continued participation in the Reading First project and/or revisions to the existing grant activities.

### **3.A.iii. Evaluation Contractor**

WDPI will seek sole source approval in order to be able to contract with the North Central Regional Education Laboratory (NCREL) to evaluate and report on the Wisconsin Reading First program. NCREL is a not-for-profit organization dedicated to helping schools—and the students they serve—reach their full potential. One of ten Regional Educational Laboratories, NCREL provides research-based resources and assistance to educators, policymakers, and communities in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. NCREL draws on the latest research and best practices to strengthen and support schools and communities in order to make this goal a reality.

NCREL has extensive knowledge of the No Child Left Behind Act (NCLB), its Reading First Program, and their initial implementation at the state and local levels. As a Regional Educational Laboratory, a significant portion of NCREL's work is to support the implementation of federal education policy and programs at the state and local level. Since NCLB's enactment, NCREL has worked to provide equally valuable products and services for states, districts, and schools supporting implementation. For instance, NCREL's *Ahead of the Curve: Emerging Policy Issues* Web site (<http://www.ncrel.org/policy/curve/>) keeps educators abreast of NCLB developments and provides relevant resources. NCREL has organized and co-organized meetings for Chief State School Officers, their key staff, and state government officials to help them address their immediate NCLB priorities.

One of NCREL's three signature areas is literacy. The primary purpose of the Center for Literacy is to improve the reading achievement of all students by providing assistance to SEAs, intermediate state educational units, and local school districts in defining and implementing research-based best practices in literacy. The last two decades of research on reading curriculum, instruction, and assessment forced a rethinking of the substance, content, processes, methods, and dynamics of reading instruction. As a result, we now have access to research studies, meta-analyses of instructional research, bulletins from pilot classrooms, and landmark sets of professional recommendations concerning exemplary practices in reading. However, little or no provisions have been made for the translation of research into practice. The Center for Literacy identifies resources, develops materials, and helps SEAs, districts, and schools in improving the reading achievement of all students.

The Center for Literacy has also refocused activities to support NCLB. The Center produced a brochure, *Understanding the No Child Left Behind Act of 2001: A Quick Key to Reading* ([www.ncrel.org/litweb/nclb/nclb.htm](http://www.ncrel.org/litweb/nclb/nclb.htm)), which provides an overview of the programs and key concepts (e.g., scientifically-based research and adequate yearly progress), points to resources, and suggests appropriate next steps for schools and districts. Currently, over 36,000 copies of this brochure have been disseminated to the NCREL region's superintendents and principals. The Center also has convened and will continue to convene literacy practitioners and researchers from throughout the region to address the opportunities and challenges of NCLB from the research base underpinning it.

NCREL's *Ahead of the Curve: Emerging Policy Issues* Web site includes a comprehensive repository of online and print resources relating to No Child Left Behind legislation.

NCREL also conducts scientifically based program evaluations of state reading initiatives. For the Wisconsin Department of Public Instruction, NCREL conducts the evaluation of the Wisconsin READS Initiative.

### 3.B. State Reporting

This section of the application describes how WDPI will report on having met all obligations in implementing the WI Reading First program. The following comprise components of state-level reporting to indicate:

1. Progress of WDPI in meeting all its obligations in implementing the Reading First program;
2. Progress of Reading First LEAs and schools in reducing the number and percentage of students reading below grade level in grades 1-3;
3. Whether the percentage of students reading at grade level or higher disaggregated by subgroups has significantly increased in Wisconsin and in LEAs;
4. LEAs and schools making the largest gains in reading achievement; and
5. Plans and consequences for LEAs and schools not making yearly progress.

1. Report of Progress of WDPI in Meeting Implementation Obligations		
Performance Indicator	Valid and Reliable Measures	Report Description
All RF classrooms in subgrant LEAs will be implementing the features and five essential components of RF.	<ul style="list-style-type: none"> <li>▪ Classroom observations and interviews with classroom teachers on reading instruction practices in grades K-3.</li> <li>▪ Teacher survey of classroom instruction practices in grades K-3.</li> <li>▪ Site reports on K-3 schools.</li> </ul>	Reports the extent to which the features of RF and the five essential components of reading instruction are present in RF classrooms; provides findings on factors that influenced successful implementation and recommendations for adjusting SEA, LEA and school strategies.
All leaders, LEA RF coordinators, school building RF coordinators, teachers, and others associated with RF will know and be able to do what is required to implement a scientifically based reading program.	<ul style="list-style-type: none"> <li>▪ Pre- and post- measures of knowledge and skills gained as a result of participating in state and local professional development activities.</li> <li>▪ Follow-up survey of classroom applications of professional development.</li> </ul>	Reports the effectiveness of state and local professional development activities; identifies the success factors; and provides recommendations for continuous improvement of the state and local professional development programs.
LEAs and schools will report satisfaction with SEA-provided technical assistance activities.	<ul style="list-style-type: none"> <li>▪ Follow-up surveys of a random sample of individuals representing RF LEAs and schools; all major technical assistance activities will be included in targeted surveys. WINSS website, onsite TA provided by WDPI or a contractor, responsiveness of WDPI Reading First staff.</li> </ul>	Reports the effectiveness of the major state technical assistance activities; identifies the success factors; and provides recommendations for continuous improvement of the state's technical assistance.

## 2. Report of Progress of Reading First LEAs and Schools in Reducing the Number of Students Reading Below Grade Level

Performance Indicator	Valid and Reliable Measures	Report Description
All LEAs and RF schools will make annual progress in reducing the percentage of students reading below grade level in grades 1, 2, and 3. Numbers of students reading on grade level at the end of grades 1-3. Numbers of students identified as at risk of reading failure in grade 1.	<ul style="list-style-type: none"><li>Measures in grades K-3 from the selected screening, diagnostic, and classroom-based progress monitoring assessments.</li><li>Grade 3 WRCT (Spring)</li><li>The standardized achievement test (<i>TerraNova Reading</i>) selected as an outcome measure for grades 1, 2, and 3.</li><li>Comparison group study.</li></ul>	Reports the annual progress LEAs and schools are making in reducing the percentage of students reading below grade level in grades 1, 2, and 3.

## 3. Report of Percentage of RF Students at Grade Level or Higher Disaggregated by Subgroup

Performance Indicator	Valid and Reliable Measures	Report Description
LEAs and schools will increase the percentage of students, disaggregated by subgroups, at grade level or higher at grades 1-3.	<ul style="list-style-type: none"><li>Measures in grades K-3 from the selected screening, diagnostic, and classroom-based progress monitoring assessments.</li><li>Grade 3 WRCT (Spring).</li><li>The standardized achievement test (<i>TerraNova Reading</i>) selected as an outcome measure for grades 1, 2, and 3.</li></ul>	Reports the annual progress each LEA and school is making in increasing the percentage of students, disaggregated by subgroups, reading at grade level or higher in grades 1, 2, and 3.

## 4. Report of LEAs and Schools Making the Largest Gains in Reading Achievement

Performance Indicator	Valid and Reliable Measures	Report Description
Rank ordering of the gains in reading achievement for each quartile of Reading First LEAs and schools.	<ul style="list-style-type: none"><li>Grade 3 WRCT (Spring).</li></ul>	Reports of the largest gains of LEAs and schools performing in each quartile of reading achievement as compared with all schools in the state.

## 5. Report of LEAs and Schools Failing to Make Progress in Annual Progress

Performance Indicator	Valid and Reliable Measures	Report Description
Number of LEAs and schools not making annual progress in Reading.	<ul style="list-style-type: none"> <li>Measures in grades K-3 from the selected screening, diagnostic, and required classroom-based progress monitoring assessments.</li> <li>Grade 3 WRCT (Spring).</li> <li>The standardized achievement test (<i>TerraNova Reading</i>) selected as an outcome measure for grades 1, 2, and 3.</li> </ul>	<p>Reports the number of LEAs and/or schools not making yearly progress.</p> <p>Summarizes RF Schools and LEAs not making adequate yearly progress and those newly identified for School Improvement; requires an improvement plan based on their school indicator data.</p> <p>Summarizes the factors affecting progress and steps needed to improve.</p>
Number of LEAs and schools not making annual progress in Reading after their improvement plan was initiated.	<ul style="list-style-type: none"> <li>Measures in grades K-3 from the selected screening, diagnostic, and required classroom-based progress monitoring assessments.</li> <li>Grade 3 WRCT (Spring).</li> <li>The standardized achievement test (<i>TerraNova Reading</i>) selected as an outcome measure for grades 1, 2, and 3.</li> </ul>	<p>Reports on the changes expected for schools not making yearly progress. Summarizes the factors affecting progress and steps needed to improve.</p> <p>Reports on discontinuation of Reading First funding; provides reasons for discontinuation.</p>

NCREL will prepare mid-year and year-end reports which will be shared with the Reading First Coordinator, the *Reading First Leadership Team* and the *New Wisconsin Promise Reading Leadership Team*. This information will be provided to interested stakeholders and placed on the Reading First web site. The information collected from each report will be used to revise grant activities at the SEA level according to areas of greatest need and to provide models for dissemination from areas of greatest success.

All information requested will be compiled and presented to the Department of Education in a timely and appropriate fashion.

### 3.C. Participation in National Evaluation

The state of Wisconsin and its respective subgrant Reading First LEAs agree to participate in the national evaluation of Reading First, if requested. The WDPI is willing to participate in the identification of comparison LEAs and schools for use in the national evaluation of Reading First, if requested.

## SECTION 4. CLASSROOM LEVEL IMPACT

### Key Reading First Classroom Characteristics

Section 4 presents a description of Wisconsin's *Reading First classroom* characteristics and the impact those characteristics will have on K-3 student achievement in reading. It includes the requirements of a high quality reading program in accordance with the federal legislation and the USDE's Request for *Reading First* Applications. This section describes how the Wisconsin *Reading First* activities will be integrated into classroom instruction in a coherent and seamless fashion that reflect high expectations for teachers and students, and are in line with the findings of SBRR as described in Section 1.D.iii.

Achieving the goals of *Reading First* related to K-3 reading instruction and assessments will require dramatic change in the role the state will play in supporting professional development needs of local administrators (including building principals), LEA RF coordinators, building-based RF coordinators, and classroom teachers.

Wisconsin's *Reading First* grant will have a major impact on *Reading First classrooms* and on other K-3 and special education classrooms throughout the state. The driving force behind this impact in every K-3 classroom is the incorporation of scientifically based research into the assessment process, instructional strategies and programs, and the materials selection procedures. Another driving force is the planned intensive professional development and technical assistance program, designed for all teachers (K-3 teachers, K-12 special education teachers, Title I teachers, ELL teachers, reading specialists and library media specialists), who impact a student's reading performance. The *Wisconsin Reading First's* fourth goal of providing training and professional development at the pre-service and inservice levels in effective reading instruction that is grounded in scientific based reading research will assure that all current and future reading teachers will become well versed in the extensive knowledge base concerning optimal reading achievement. Teachers who base their instructional practices on scientific evidence of "what works" have seen reading improvement for large numbers of children (Armbruster et al., 2001). These professional development and technical assistance opportunities will assist classroom teachers rethink current practices and modify those that are ineffective, based on examination of student data and scientifically based research on reading. Required professional development opportunities will include topics such as:

- The variety of ways children learn to read;
- How the theories and practical applications of the five essential components of a comprehensive reading programs will impact student achievement;
- How to administer and analyze systematic screening, diagnostic, progress monitoring and outcome assessments in order to identify students in need of improvement in any or all of the five essential components;
- How to design appropriate scientifically researched instructional interventions.

The goal of these intensive state and district sponsored training sessions is to improve reading instruction at the classroom level based on scientifically proven strategies. Teachers will learn how to analyze the student reading data from valid and reliable assessment sources, including screening, diagnostic, and classroom-based progress monitoring instruments as described in Section 1.B.ii. Teachers will then re-examine their current practices in order to meet the needs of the struggling readers. This assessment analysis of each student in the classroom will in turn guide small group placement and movement and provide information on student progress. Groups will then be instructed according to proficiencies in the Five Essential Components of an Effective Reading Program.

The comprehensive reading program will provide for instruction over a protected 120 minute period each day using teaching methods that reflect the Five Essential Components: phonemic awareness; phonics; fluency, including oral reading skills; vocabulary development; and reading comprehension strategies.



# How the Five Essential Components are Integrated into Reading First Classroom Instruction

## Phonemic Awareness

K-2 *Reading First classrooms*, and *third grade Reading First classrooms* with students identified through the screening process as at risk readers, will be characterized by systematic instruction to groups of beginning readers, and individual students, as needed, in *phonemic awareness*, which is the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words. Blending and segmenting words at the phoneme level are essential skills that facilitate reading (NRP Report, 2000; Torgesen et al., 1992; Davidson & Jenkins, 1994). Phonemic or phonological awareness includes activities in phoneme manipulation such as the blending and segmenting of sounds. Assessment in phonemic awareness is critical because student phonemic awareness levels vary. “Correlational studies have identified phonemic awareness and letter knowledge as the two best school entry predictors of how well children will learn to read during their first 2 years in school.” (Report of the National Reading Panel, 2000). These studies have also concluded that phonemic awareness instruction improves the student’s ability to read and comprehend accurately and by relating sounds to letters they learn to spell words. By teaching the sounds along with the letters of the alphabet, students will see the relationship between listening, reading, and writing.

## Phonics Instruction

Children must understand that the sounds that are paired with letters are one and the same as the sounds of speech (Adams, Foorman, Lundberg & Beeler, 1998). K-2 *Reading First classrooms* and *third grade Reading First classrooms* with at risk readers, will provide direct systematic and explicit *phonics instruction* to the whole class, to small groups and to individual students in a logical sequence, based on the needs of the beginning and emerging readers, as determined by the screening and diagnostic assessments. Systematic phonics instruction extends phonemic awareness instruction by teaching the relationship between the individual sounds (phonemes) of spoken language and the letters (graphemes) of the written language (Armbruster et al., 2001). Enough instructional time will be allotted to gain knowledge of consonant and vowel letter-sound relationships and how to apply that knowledge while reading words, sentences, and texts. The classroom will have a significant number of practice materials that have been reviewed collaboratively by the teacher and library media specialist, based on a set of criteria determined in the Wisconsin Reading First grant proposal. These materials (some in the form of story kits consisting of short books or stories that have been checked out of the library media center or available over the networked computers) must contain the words being taught in class in order to provide practice in using the specific letter-sound relationships, i.e. the ability to “sound out” or decode words. Materials will also be available to practice writing either in the form of activity sheets or multimedia authoring tools available from a pod of computers designated for individual student use in the classroom and flexibly scheduled computer lab.

## Fluency

Strategies for developing *fluency* in K-3 *Reading First classrooms* will vary. At times it will involve direct instruction by the regular teachers, the Title I teachers, the special education teachers, and when applicable, the library media specialist when the students access the flexibly scheduled library media center. Additional opportunities will also be offered to students in a variety of contexts. Classroom practices that encourage repeated oral reading with feedback and guidance leads to meaningful improvements in reading expertise for students. (NRP Report, 2000; Samuels, 1979; Samuels, Miller, & Eisenberg, 1979). Fluent readers can read text quickly, accurately, and with expression. Specific scientifically proven strategies include the teacher and library media specialist modeling fluent reading with students, then providing ample opportunities for students to re-read the same passages or books on their own. If students lack automaticity in word recognition, the time and attention required to read a word accurately limits the

ability to process and understand larger units of text (Stanovich, 1994). Repeated and monitored oral reading also will occur in the classroom and library media center in activities such as:

- a. Student-adult reading;
- b. Choral reading;
- c. Tape-assisted reading;
- d. Partner reading;
- e. Readers' Theatre;
- f. Computer-based interactive readings.

## Vocabulary

Effective *vocabulary* instruction in all *Reading First* classrooms will occur directly and indirectly through daily experiences with oral and written languages. When the teacher, parent, or library media specialist reads aloud to children, new vocabulary is learned from listening to the words in the context of the story. Students who are actively engaged in the tasks in which they are learning vocabulary have larger gains (Daniels, 1994, 1996; Drevno et al., 1994; Senechal, 1997). By encouraging students to read more books on their own they will learn more vocabulary indirectly as well. Students need to learn self-help strategies from the teacher by explicit instruction in vocabulary development. This explicit instruction, which will build word consciousness, will occur by introducing the new vocabulary and definitions they will encounter in a text and by introducing the students to strategies for learning new vocabulary on their own. A variety of direct and indirect methods of vocabulary instruction can be effective (NRP Report, 2000). Some vocabulary should be taught directly (Baumann & Kane'enui, 1991; Biemiller, 2001; Kane'enui, Dixon, & Carnine, 1987; Stahl & Shiel, 1999). Twenty-one methods are listed in the Report of the National Reading Panel on page 4-33 and 4-34. Some of the most used methods include:

- a. How to use dictionaries and other reference aids;
- b. How to divide the words into parts to figure out the meaning in context;
- c. How to use context clues to determine meanings.

## Comprehension

Finally, *Reading First* classrooms will be characterized by the fifth component of effective reading instruction, the teaching of *comprehension* strategies that will guide the students in becoming purposeful, active readers. Teaching a combination of reading comprehension techniques is most effective (NRP Report, 2000). Teaching students to acquire and use strategies may require altering traditional approaches to strategy instruction (Bramlett, 1994; Duffy, 1993; Pressley, 1998). Text comprehension strategies will be taught explicitly and through cooperative learning. Examples of effective comprehension strategies include:

- g. Prediction;
- h. Comprehension monitoring;
- i. Use of graphic and semantic organizers;
- j. Story structure recognition;
- k. Question response instruction; and
- l. Summarization.

Teaching comprehension strategies begins in the primary grades and continues throughout the student's K-12 experience. Learning to read occurs over time with comprehension serving as the primary goal. As the student advances through the grades, vocabulary usage and reading comprehension strategies will occur more in content classes than in specific reading classes. Most students will naturally make progress toward proficiency in reading throughout their exposure and participation in *Reading First* classroom interventions. However, struggling readers will continue to need instruction differentiated and skills reinforced as assessment results are analyzed over time.

During the Wisconsin Reading First program the K-3 classroom teachers and K-12 special education teachers will not be alone in their efforts to raise the reading proficiencies of their students. Ongoing guidance will also be provided through the local LEA Reading First coordinator, the school building Reading First coordinator, and the assigned WDPI technical assistance/monitoring consultant. In many instances the regular classroom teacher will be assisted during at least a portion of the 120 minute reading period by other highly qualified instructors with expertise not only in the five essential components of reading, but also in teaching English as a second language and/or in teaching children with special education needs. All of these individuals will have participated in professional development opportunities offered through Reading First, and all of them will be firmly committed to ensuring that each child learns how to read proficiently by the end of third grade.

Besides planning, implementing, and assessing the content of effective reading instruction, the arrangement of the physical environment will be carefully planned, making every attempt to design areas for specific activities and functions. Utilizing classrooms to maximize learning, not only during the reading block, but throughout the day is essential. Carefully constructed learning centers will address the needs of students during their critical period of learning to read and be designed to help them develop literacy skills in grades K-3 (Taberski, 2000).

The largest part of the Reading First classroom will likely be the meeting area where whole-group lessons are carried out. This area would be surrounded by different centers, designed specifically for follow up in small groups and one-on-one work with individual students. A listening center for tape-assisted fluency instruction and a pod of computers spread around the room to allow for cooperative learning at the computer terminal could also be incorporated in the design of the physical environment. The physical arrangement of the room also will help to ensure that additional staff with expertise in SBRR and children's special learning needs can easily join the lead teacher for specific activities and focused instruction.

Students who are members of traditionally underserved and underachieving groups, i.e., children of color, English language learners and students with special education needs, will be given the extra attention they need in order to tailor instruction to their particular needs and promote their learning that will at least keep pace with their peers.

The technical assistance visits from the WDPI monitors and designated members of the *New Wisconsin Promise Reading Leadership Team* will also ensure the best possible implementation of Reading First in each of the targeted classrooms. In some instances, a team teaching approach will easily lead to cross training amongst professionals within the school setting. On a statewide basis, instructional staff and administrators who share similar challenges will be strengthened through the Reading First Web site, which will include ongoing updates on what's working in schools across the state and across the country. Technical assistance will thus be provided to all schools and classrooms on an ongoing basis, and more so to those demonstrating greater needs.

In essence, the *Reading First* classroom will be a model classroom for meeting the needs of diverse groups of students, many of whom represent traditionally underserved and traditionally underachieving individuals. The emphasis will be on classroom based decision-making in a collaborative fashion amongst highly qualified professional teachers who are well-versed in scientifically based reading research and are able to jointly pool their expertise to best meet the needs of all the children, regardless of the severity or complexity of their learning needs. Classroom instructional staff, under the careful guidance and support of local and SEA administration, will be committed to a collegial pursuit of knowledge and skills needed in order to carry out their charge, i.e., that *all* children will learn to read at least proficiently by the end of third grade, and *all* will have established a foundation of skills and appreciation for reading and the essential role it plays in total success in the educational process beyond the primary grades.

## Coherence

Wisconsin's Reading First program moves scientifically based reading research into the Reading First classroom reading instruction in a systematic, coherent plan that:

- targets the LEAs and schools eligible for Reading First;
- requires the Reading First school buildings to select a comprehensive program and supplementary materials based on scientifically based reading research;
- requires the Reading First school buildings to use *TerraNova*, ERDA-R, and select diagnostic tools;
- uses data from *TerraNova* and ERDA-R to monitor progress of Reading First schools, classrooms, and students;
- provides a shared understanding of the essential elements of literacy and effective instruction through professional development provided by INSIGHT to all K-3 and all K-12 special education teachers in Reading First school buildings and districts, LEA Reading First coordinators, school building Reading First coordinators, and leadership at the LEA and SEA level;
- supports and sustains professional development through the LEA Reading First coordinator, school building Reading First coordinator, and the Wisconsin Reading First Management Team.
- coordinates Reading First with the efforts of Title I; Wisconsin's professional preparation, including the institutions of higher education involved in teacher education and the review of teacher standards for reading; and the Wisconsin Student Assessment System; and
- coordinates resources through 21<sup>st</sup> Century Schools, Title I, SAGE, and other sources to maximize student learning at Reading First schools.

Across the state, Wisconsin's efforts to build on and promote coordination among federal, state, and local literacy programs will increase effectiveness, avoid duplication, and infuse principals of scientifically based reading research into all programs.

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# Appendices

## **APPENDIX A        LOCAL EDUCATION AGENCY (LEA) FORMS**

1. Request for Proposal
2. District Application/Agreement
3. Criteria for Review of District Subgrant Applications
4. School-Level Application
5. Criteria for Review of School-Level Subgrant Applications

**REQUEST FOR PROPOSAL**  
**WISCONSIN READING FIRST (Title I, Part B, Subpart 1)**

## **DISTRICT APPLICATION/AGREEMENT**

## **CRITERIA FOR REVIEW OF DISTRICT SUBGRANT APPLICATIONS**



## **SCHOOL-LEVEL APPLICATION**

## **CRITERIA FOR REVIEW OF SCHOOL-LEVEL SUBGRANT APPLICATIONS**

## **APPENDIX B            WISCONSIN LICENSES - READING**

### **Subchapter VI - Reading**

#### **PI 3.23 Reading Teacher - 316.**

Any person who has a specific assignment to teach reading shall hold a reading teacher license. Effective July 1, 1985, a regular reading teacher license to teach kindergarten through grade 12 shall be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading teacher license and who meets all of the following requirements:

- (1)** Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.
- (2)** Two years of successful regular classroom teaching experience.
- (3)** At least 18 semester credits with at least 12 of those credits taken beyond the bachelor's degree. The 18 semester credits shall include a practicum in teaching reading at the elementary level and at the middle/secondary level and shall include course work in all of the following:
  - (a)** Developmental reading for grades kindergarten through 12.
  - (b)** Assessment and instructional techniques for readers with special needs.
  - (c)** Language development.
  - (d)** Learning disabilities.
  - (e)** Content area reading.
  - (f)** Literature for children or adolescents.

**History:** Cr. Register, April, 1988, No. 388, eff. 5-1-88; am. (intro.), Register, March, 1992, No. 435, eff. 4-1-92.

**PI 3.24 Reading Specialist - 317.** Any person who directs kindergarten through grade 12 reading programs or works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading shall hold a reading specialist license. Effective July 1, 1985, a regular reading specialist license may be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading specialist license, and who meets all of the following requirements:

- (1)** Eligibility to hold a Wisconsin reading teacher license.
- (2)** A master's degree with a major emphasis in reading or at least a 30 graduate semester credit program equivalent to the master's degree with a minimum of 15 graduate semester credits which include all of the following:
  - (a)** Guiding and directing the kindergarten through grade 12 reading program.
  - (b)** Field experience in kindergarten through grade 12 reading programs.
  - (c)** Research related to reading.
  - (d)** Supervision of instruction.
  - (e)** Content area reading for the reading specialist.

**History:** Cr. Register, April, 1988, No. 388, eff. 5-1-88.

**Position Description****READING FIRST COORDINATOR**

Provide statewide leadership and high-level expertise to promote and ensure effective reading instruction in the state's implementation of the Reading First Initiative. This position will lead the state education department's coordinated efforts for literacy development in the early years with the Governor's office, the selected local project personnel and its state leadership team to build the strong infrastructure needed to enable all K-3 students to access effective reading instruction and emerge as proficient or above readers by the end of third grade.

**Responsibilities**

1. Coordinate and employ available resources and expertise to advance the effectiveness of early reading instruction, in accordance with all requirements of the Reading First grant. Provide leadership in working with the state leadership team to build the infrastructure needed to make a statewide impact on improvement of reading instruction and student achievement;
2. Establish systems for effectively monitoring student progress on a continuous basis toward successful attainment of reading achievement standards, and the ability of all children to read well and independently by the end of third grade;
3. Assess needs and direct resources toward well-designed high-quality professional development initiatives with capacity to strengthen the knowledge base of the state's K-3 and K-12 special education teachers on scientifically based reading research pertaining to best practices and effective instructional strategies to employ in the effective teaching of K-3 reading; Demonstrate knowledge of strategies to help districts establish teacher mentoring and support approaches to enhance the use of best practices and research-based strategies;
4. Lead the state's collaborative technical assistance efforts to ensure principals and local project teachers of K-3 reading are well-informed on the use of valid and reliable screening, diagnostic, and progress monitoring, and outcome assessments to inform instruction and monitor student learning, and demonstrate successful incorporation of them into their classroom activities;
5. Coordinate the administration of the state's large scale assessment initiative in Reading First schools in cooperation with the WDPI Office of Educational Accountability;
6. Articulate, through oral and written communications, the relationship of the Reading First Initiative to the state's established literacy development goals encompassed in the reading/ language arts standards; Disseminate relevant communications to administrators and instructional staff;
7. Develop and provide reports pertaining to the impact of the Reading First Initiative to local project and state agency and Leadership Team personnel for planning purposes; Respond to all US. Department of Education reporting and other grants management requests according to established timelines, including the midpoint progress report at the termination of the third year of the grant;
8. Ensure the development of data bases that will appropriately yield spreadsheets and reports relevant to the progress and impact of the Reading First initiative; Use findings to make data-driven decisions for successful statewide implementation and assessment of the grant and various components of the grant.

**Knowledges**

This position will require a substantial knowledge base in the research findings related to the effective teaching of reading and assessment of student progress at K-3. Specific knowledges that will be required include the following:

1. Knowledge of research findings pertaining to what constitutes a high quality effective reading program based on scientifically based reading research that will meet the needs of all students, including English language learners and students with special needs;

2. Knowledge of the scientifically-based research on early literacy development methodologies and early intervention instructional strategies;
3. Knowledge of research findings on implementing effective reading programs that include the five essential components of phonics, phonemic awareness, fluency, vocabulary, and comprehension teaching and learning strategies applicable to students in grades K-3;
4. Knowledge of effective strategies proven by research to be successful in addressing the needs of struggling readers;
5. Knowledge of how to guide instructional staff in the use of valid and reliable measures, including screening, diagnosis, progress monitoring, and outcomes instruments to assess the effectiveness of reading programs and to plan necessary interventions.; Knowledge of effective use of leadership skills and interpersonal relationships with diverse groups to forge focused professional development initiatives designed to improve the K-3 mainstream and K-12 special education teaching force in the teaching of reading;
6. Knowledge of effective diagnosis of student reading abilities, and the alignment of the state's reading/language arts standards, curriculum, instructional strategies, and assessments;
7. Knowledge of issues of cultural diversity and equity in literacy education and ability to address these issues and offer related technical assistance in Reading First schools and on a statewide basis;
8. Knowledge and skills needed for effective review and interpretation of Reading First assessment data and other related data bases and how information from these assessments will be used to make instructional decisions;
9. Knowledge of how to prepare communications orally and in writing, which relate to the findings on how the Reading First initiative is impacting student achievement in Reading at K-3 and how to intervene to assist schools that are not making progress toward meeting the goals of the grant, including measures that will be taken to discontinue funding if necessary.

## Position Description

### **LIBRARY MEDIA CONSULTANT**

Provide leadership, consultation, and technical assistance to Reading First schools in the facilitation of the access to print materials including instructional technology and to provide examples of best practices that incorporate the scientifically based reading research (SBRR) programs, strategies, and materials into their library programs.

#### **Responsibilities**

- A. Provide a systematic program of staff development for K-12 library media specialists who collaborate with K-3 reading teachers and K-12 special education teachers in Reading First Schools:
  - 1. Assist in the dissemination of scientifically-based research studies that have identified the five essential components of effective reading instruction and the studies that have measured the impact of robust library media and technology programs on reading achievement;
  - 2. Provide direction for restructuring programming priorities in order to collaborate with reading teachers, reading specialists, and K-12 special education teachers;
  - 3. Develop, facilitate, and provide staff development presentations and workshops through professional association conferences and other events, focusing on the library media specialist's role in providing open and equitable access to print materials and instructional technology including software and digital curricula;
  - 4. Develop, facilitate, and provide staff development presentations and workshops on the collaborative roles and responsibilities of teachers and K-12 library media specialists during their planning, implementation and evaluation of effective instructional programs that include systematic and explicit instruction in the five essential components of effective reading instruction;
  - 5. Develop documents and processes for collecting, analyzing and communicating accurate data that emphasizes the impact of the library media and technology program on reading achievement;
  - 6. Develop documents and processes for evaluating instructional materials and educational technology applications that align with the essential components of effective reading instruction;
  - 7. Assist in the promotion of the reading and library programs that provide access to engaging reading materials.
- B. Provide leadership, consultation and technical assistance to districts, schools, and Institutions of Higher Education in the Reading First Grant program:
  - 1. Provide information about the Reading First requirements and timeline;
  - 2. Provide direction in library media and technology planning to meet the requirements of the Reading First program and other federally funded programs under the No Child Left Behind Act;
  - 3. Assist in the process of LEA Reading First application reviewing, implementation, monitoring and evaluation;
  - 4. Help coordinate the Reading First program with other state and federal programs;
  - 5. Assist in the dissemination and expansion of exemplary Reading First projects.

- C. Maintain a high level of knowledge and expertise in PK-12 instructional design, curriculum planning, and effective use of instructional technology in the reading program.
1. Participate in intra and interagency, state and national professional work groups developing initiatives and research related to how the school library media and technology program impacts effective reading programs;
  2. Develop and foster scientific or action research studies in the area of the collaboration between library media and technology programs and effective reading programs.

#### **Knowledges**

1. Knowledge of Wisconsin's PK-12 educational system, including CESAs, with emphasis on staff development, curriculum development, instructional design, scientifically based reading research, and the essential components of an effective reading program;
2. Knowledge of the components of a robust library media program and their impact on reading achievement;
3. Knowledge of the research on the effective use of educational technology and digital curricula;
4. Knowledge of the criteria for evaluating instructional materials including software and digital curricula that are based on scientifically based reading research;
5. Knowledge of the selection, acquisition, cataloging and dissemination of instructional materials, software, and digital curricula;
6. Knowledge of how to offer equitable and open access to print and instructional technology;
7. Knowledge of the promotion of reading and library programs that provide access to engaging reading materials;
8. Knowledge of the major state and federal initiatives in the area of reading, library media and educational technology;
9. Knowledge of higher education teacher training programs in reading and library media and technology;
10. Knowledge of state and national professional organizations and associations in the area of K-3 reading programs and school library media and educational technology.

Position Description  
**READING FIRST ASSESSMENT CONSULTANT**

Provide leadership, consultation, and technical assistance to Reading First Schools in the area of reading assessment:

**Responsibilities**

1. Develop and implement models for gathering and using assessment, accountability and evaluation information to improve student reading achievement.
  - a. Provide expertise in the review of proposed or recommended reading assessments (screening, diagnostic, progress monitoring) for alignment between curriculum standards, instruction, and assessment; and for technical aspects including reliability and the valid use of assessments;
  - b. Provide expertise in the review and recommendation of standardized, norm-referenced, annual reading assessment used by participating LEAs;
  - c. Review LEA applications to evaluate their proposal for analyzing data and relating that data to reading instruction, determining their need for improvement in the area of reading, and the process they will use to align these programs with state and local standards and assessments.
2. Provide technical training for LEA/school teams related to assessment of student progress
  - a. Assist eligible LEAs/schools early in the pre-application process to conduct in-depth analysis of the assessment components of their current and proposed reading programs;
  - b. Lead data retreats for LEA staff to assist with interpretation of testing data, its implications for programming and the process for making those necessary changes to enhance student achievement in Reading First schools;
  - c. Develop training workshops for LEA staff in appropriate assessment strategies, tools, tracking and data use for granting purposes. Provide specific assistance around issues concerning the statewide required assessment measures as well as the recommended classroom based diagnostic and screening tools;
  - d. Provide expertise in the evaluation and use of formative and summative assessments for use in Reading First;
  - e. Provide expertise in the design of contrasting group studies to determine student reading gains which persist over time.
3. Develop and recommend policies and strategies necessary to meet Reading First's assessment, accountability, and evaluation requirements at the LEA and State Levels.
  - a. Provide expertise in the creation of a coordinated system of assessments;
  - b. Provide guidance in the selection of assessment instruments that demonstrate proven reliability and validity; yield annual disaggregated data for low income, major racial/ethnic groups, English Language Learners, and special education students; determine student progress and achievement in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension; and predict student reading achievement over time;
  - c. Provide statewide leadership and support for LEAs and schools as they establish a regular program of assessment using the common midyear and summative assessments ;



- d. Provide expert leadership in the development and implementation of an evaluation system to determine the effectiveness of Wisconsin's *Reading First Program* and to report required information annually;
- e. Work in concert with department policy staff, statistical consultants, standards and assessment center directors, associated committees and in the development of statewide systems of reading assessment.

### **Knowledge**

- 1. Knowledge of current assessment practices and use of data for the improvement of student reading outcomes;
- 2. Knowledge of the use of evaluation and measurement techniques to assess the effectiveness of educational strategies;
- 3. Knowledge of effective teaching strategies, current research, and assessment methodologies;
- 4. Knowledge of staff development principles and practices;
- 5. Knowledge of SBRR and the ability to work with district reading specialists in the implementation of an assessment system that aligns with the principles of SBRR;
- 6. Excellent oral and written communication skills.

## Position Description

### **READING FIRST TECHNICAL ASSISTANCE/MONITORING CONSULTANT**

Provide leadership, consultation, and technical assistance to Reading First schools in the development of comprehensive reading programs based on scientifically based reading research, monitoring of LEA program components, and evaluation of progress toward meeting the goals of Wisconsin Reading First, under the leadership of the Reading First Coordinator.

#### **Responsibilities**

1. To provide technical assistance in the grant-writing process to instructional leadership from eligible LEAs and schools;
2. In cooperation with the Reading First Coordinator, plan, promote, and provide professional development activities to participating LEA instructional leadership, as well as building level teachers K-3, K-12 special education teachers, Reading Specialists and library-media specialists in accordance with the WI Reading First Plan;
3. To provide technical assistance to participating LEAs and schools in implementing the SEA required assessment plan;
4. To provide technical assistance to participating LEAs and schools in interpretation of assessment data for program evaluation;
5. To monitor participating districts' required grant activities through on-site visits at least 2 times each year;
6. To assist in the interpretation of district reports and decision-making as to the continuation or discontinuation of the district Reading First activities;
7. To assist in the development of data bases which will be useful in reporting the activities and progress of Reading First districts and schools.

#### **Knowledges**

This position will require a substantial knowledge base in the research findings related to the effective teaching of reading and assessment of student progress at K-3. Specific knowledges that will be required include the following:

1. Knowledge of research findings pertaining to what constitutes a high quality effective reading program based on scientifically based reading research that will meet the needs of all students, including English language learners and students with special needs.;
2. Knowledge of the scientifically-based research on early literacy development methodologies and early intervention instructional strategies;
3. Knowledge of research findings on implementing effective reading programs that include the five essential components of phonics, phonemic awareness, fluency, vocabulary, and comprehension teaching and learning strategies applicable to students in grades K-3;
4. Knowledge of effective strategies proven by research to be successful in addressing the needs of struggling readers;
5. Knowledge of how to guide instructional staff in the use of valid and reliable measures, including screening, diagnosis, progress monitoring, and outcomes instruments to assess the effectiveness of reading programs and to plan necessary interventions;
6. Knowledge of effective use of leadership skills and interpersonal relationships with diverse groups to forge focused professional development initiatives designed to improve the K-3 mainstream and K-12 special education teaching force in the teaching of reading;
7. Knowledge of effective diagnosis of student reading abilities, and the alignment of the state's reading/language arts standards, curriculum, instructional strategies, and assessments;

8. Knowledge of issues of cultural diversity and equity in literacy education and ability to address these issues and offer related technical assistance in Reading First schools and on a statewide basis;
9. Knowledge and skills needed for effective review and interpretation of Reading First assessment data and other related data bases and how information from these assessments will be used to make instructional decisions;
10. Knowledge of how to prepare communications orally and in writing, which relate to the findings on how the Reading First initiative is impacting student achievement in Reading at K-3 and how to intervene to assist schools that are not making progress toward meeting the goals of the grant, including measures that will be taken to discontinue funding if necessary.

## Position Description

### **READING FIRST PROGRAM ASSISTANT**

As a member of Wisconsin's Reading First team, the program assistant performs highly responsible work requiring a high degree of program knowledge, excellent communication skills, a variety of word processing and data base management applications, and other activities that support Wisconsin's Reading First initiative. This individual maintains a close working relationship with the WDPI Reading First Coordinator and other Reading First team members.

#### **Responsibilities**

1. Activities related to the management of Reading First Annual Plan of Services and financial Claims. Individually conceptualize and maintain on microcomputer all relevant program information necessary for the monitoring of LEA/school Reading First programs. Review claims for missing or inaccurate/incomplete information. Contact LEA/school Reading First programs to obtain necessary information or resolve discrepancies as deemed appropriate;
2. Provision of program support for conference, workshops, and meetings;
3. Provision of support to the Reading First application, evaluation, and performance report;
4. Management and maintenance of an integrated computer system including long-term records on all related Reading First program components and LEL/school participation in Reading First programs activities;
5. Other duties as assigned.

#### **Qualifications**

1. Extensive experience in program assistance and program support activities in educational agencies;
2. High degree of computer data base, word processing, and related computer skills.

**GEPA: Description of compliance with the General Education Provisions Act, Section 427**

Section 427 of GEPA requires each applicant for federal funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally - assisted program for students, teachers, and other program beneficiaries with special needs.

The WDPI's Reading First program will ensure the equitable access of all groups who have historically been underserved as it does in all existing federal and state programs. Wisconsin historically has been a leader in the nation in identifying and recognizing the needs of all students. Wisconsin was the first state to prohibit discrimination of students based on the following: sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

The WDPI will ensure equitable access for those groups who have historically been underrepresented using the following strategies. First, the Reading First program will be held to the same high standard of equity as all other federal programs that fall under the USDE approved *No Child Left Behind* plan. The plan outlines specifically how the WDPI will ensure that all students will receive equitable access to all relevant federal programs.

Second, the Wisconsin Reading First Leadership Team is comprised of individuals that represent historically underrepresented groups, i.e., gender, race, national origin, color, disability and age. Their perspective and input will be a guide for the Reading First program and ensure that all groups have equitable access.

Third, the Reading First program has targeted school districts and schools with great need. In Wisconsin, the identified rural and urban eligible districts all contain students who historically have been underrepresented. This program will provide needed assistance to students and their teachers to improve the reading ability of all students.

Finally, the subgrants contain an assurance that addresses the issue of equitable access. In order for a school district to be funded they must comply with all assurances.

**Assurances and Certifications**

The State educational agency (SEA) hereby declares that it has filed the following assurances and certifications with the U.S. Department of Education, and, as of the date of the signature below, reaffirms and incorporates by reference those assurances and certifications with respect to the Reading First Program. The SEA certifies that no circumstances affecting the validity of these assurances have changed since their previous filing.

- As applicable, the assurances in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.
- The three certifications in ED Form 80-0013, regarding lobbying, debarment/suspension/ responsibility status, and drug-free workplace. (A copy of the related debarment/ suspension/responsibility assurances that the State is required to obtain from subgrantees and maintain on file (ED Form 80-0014) is attached for the SEA's information.)
- With respect to the Certification Regarding Lobbying, the SEA recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of

any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the SEA shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and that the SEA shall require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

The SEA further agrees to:

- The certifications in the Education Department General Administrative Regulations (EDGAR) §76.104, relating to State eligibility, authority and approval to submit and carry out the provisions of its State plan, and consistency of that plan with State law.
- The assurances in section 9304 of the Elementary and Secondary Education Act (ESEA), in accordance with the SEA's consolidated plan.

## **APPENDIX E      SUBGRANT IDENTIFICATION REPORT**